How to Use the Fast ForWord® Products

The Fast ForWord Language and Literacy Series

- Fast ForWord Language v2
- Fast ForWord Language to Reading v2
- Fast ForWord Literacy
- Fast ForWord Literacy Advanced

The Fast ForWord Reading Series

- Fast ForWord Reading Readiness
- Fast ForWord Reading Level 1
- Fast ForWord Reading Level 2
- Fast ForWord Reading Level 3
- Fast ForWord Reading Level 4
- Fast ForWord Reading Level 5

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Scientific Learning Corporation
300 Frank H. Ogawa Plaza
Suite 600
Oakland, CA 94612-2040

Phone: 888-665-9707
Fax: 510-444-3580
Web: www.scientificlearning.com

Customer Support
Phone: 888-358-0212 (US & Canada)
520-917-1200 (International)
Web: www.scientificlearning.com/support
Email: support@scilearn.com
Chat: Customer Service
Technical Support

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Introduction

Welcome to the Fast ForWord Family of Products

The Fast ForWord family of products strengthens brain processing and literacy skills to increase reading proficiency in students of all ages. Together, this family of products applies neuroscience principles of brain plasticity to improve processing efficiency and combines advanced speech recognition technology with scientifically-based courseware to help strengthen reading fluency, vocabulary, and comprehension.

This manual provides instructions on how to use the entire suite of Fast ForWord products:

- Fast ForWord Language v2
- Fast ForWord Language to Reading v2
- Fast ForWord Literacy
- Fast ForWord Literacy Advanced
- Fast ForWord Reading Readiness
- Fast ForWord Reading Level 1
- Fast ForWord Reading Level 2
- Fast ForWord Reading Level 3
- Fast ForWord Reading Level 4
- Fast ForWord Reading Level 5

Each of the chapters in this manual focuses on a specific Fast ForWord product, providing comprehensive descriptions of the exercises in the product, along with information on the skills emphasized in the exercises. In addition, each chapter includes simple steps on how to administer the product, and how to get a quick view of a learner's success in the product.

For information on other Fast ForWord products not included in this manual, visit our Web site at www.scientificlearning.com.

The Fast ForWord Program

The Fast ForWord program accelerates learning by helping the brain process more efficiently, providing struggling readers with intensive exercises that build the cognitive skills required to read and learn effectively. These cognitive skills—memory, attention, processing rate, and sequencing—are essential for learning and reading success. The strengthening of these cognitive skills results in a wide range of improved critical language and reading skills—skills that are necessary to learn how to read or to become a better reader.

The Science Behind the Fast ForWord Program

The Fast ForWord suite of products uses patented technologies that leverage the science of brain plasticity—the brain's ability to change at any age throughout life. These technologies trigger changes in the brain that provide a foundation for learning and reading success.

In addition, the Fast ForWord Language and Literacy series includes a patented speech processing technology that enhances the speech sounds at early exercise levels, progressing to natural speech sounds at higher exercise levels. This technology includes two separate but equally important speech modification stages, which are explained as follows:

- **Duration extensions** – Slowing down the speech
- **Selective intensity increases** – Enhancing the intensity of the rapid transitional elements in the speech

Duration Extensions

In this stage, our scientists use a patented processing algorithm to slow the rate of the entire speech signal while still maintaining the speech signal's natural quality. For example, a word—such as *bat*—that may typically last one second in natural speech could last as long as one and a half seconds after this processing is applied.

By lengthening the duration of the speech, the fast speech elements—such as stop consonants—are further apart from the steady speech elements—such as vowels, which provides the auditory nervous system with more time to respond to the fast speech sounds.

Selective Intensity Increases

In this stage, our patented software process identifies the fast transitional elements within the speech—such as the /b/ sound in the word *bat*—and then selectively amplifies those elements.

By applying these selective intensity increases, the more rapid transitional phonemes in the speech are emphasized, allowing the auditory nervous system to respond more vigorously to the fast speech sounds.

Combining both stages of patented speech processing technology provides the auditory nervous system with an enhanced speech signal that allows the learner to more effectively differentiate the rapid transitions in spoken language. Visit our Web site at www.scientificlearning.com for more details on how this technology works.

Chapter 1

Fast ForWord Language v2

This chapter describes each of the Fast ForWord Language v2 exercises and then outlines the administration process. For information on how to install, set up, or run the software, refer to the user manual for your SciLearn platform software.

The Exercises

The Fast ForWord Language v2 product consists of seven exercises: three sound exercises and four word exercises. The exercises work together to help develop the understanding of basic speech sounds as well as the fundamental cognitive skills essential for learning and reading.

The sound exercises present complex auditory information in a sub-word format, such as frequency sweeps and syllables. In some instances, the speech sounds have been digitally generated using patented methods (including selective intensity increases and duration extensions) to provide enhanced learning opportunities. The following three sound exercises are described in this chapter:

- Sky Gym
- Moon Ranch
- Hoop Nut

The word exercises present words, either in isolation or within sentences, with various levels of linguistic complexity. In some instances, the speech sounds have been digitally altered using patented methods (including selective intensity increases and duration extensions) to provide enhanced learning opportunities. The following four word exercises are described in this chapter:

- Whalien Match
- Robo-Dog
- Ele-Bot
- Space Commander

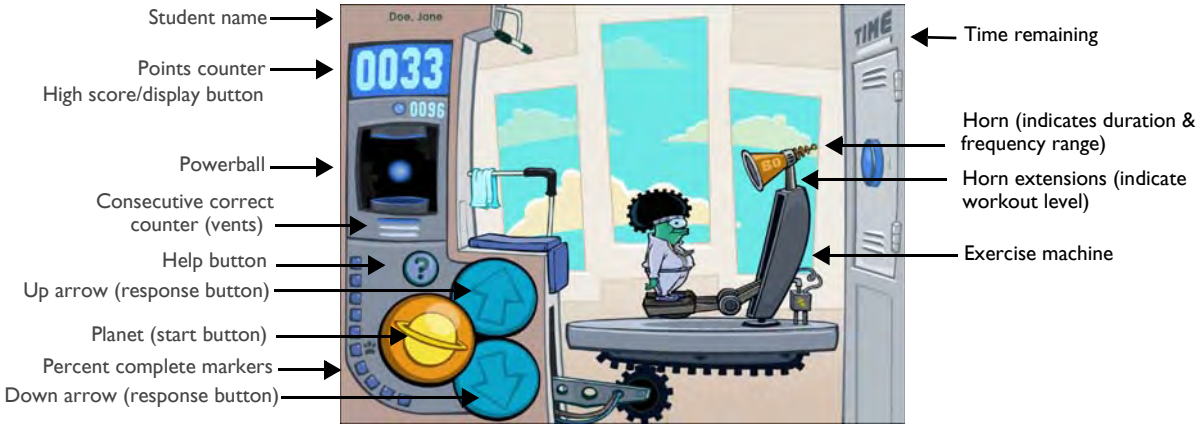
Each of the exercises in the Fast ForWord Language v2 product begins with an introduction that explains how to work on that exercise. As an alternative, you can choose to present the introductions in Spanish. To enable the Spanish introductions, refer to the user manual for your SciLearn platform software.

In addition, the Fast ForWord Language v2 exercises include animations that play each time an exercise is opened. These fun and engaging screens are designed to help encourage and motivate students as they prepare to work on an exercise.

Sky Gym

Sky Gym helps improve the speed at which the student identifies and understands rapid, successive changes in sound (listening accuracy), and the ability to recognize and remember the order in which a series of sounds is presented (auditory sequencing).

The object of Sky Gym is to help Gymbo the athlete train and generate power for the gym by correctly identifying a sequence of two sound sweeps.



Sky Gym

Working on Sky Gym

To work on Sky Gym, the student clicks the yellow planet to hear a sequence of two sound sweeps. A sound sweep is classified as *up* (a lower to higher frequency) or as *down* (a higher to lower frequency). The student must then click the up arrow or down arrow to identify the sequence of sound sweeps heard. For example, if the exercise presents an up sweep and then a down sweep, the student must click the up arrow once, and then click the down arrow once. If the exercise presents two down sweeps, the student must click the down arrow twice. Points are awarded when the sequence is correctly reproduced.

Sky Gym starts with a preparatory stage for each frequency sweep in the exercise, indicated by a closed powerball door. As the student progresses through the preparatory stage, a marker moves around the lock on the door, indicating the student's progress. When the student masters the preparatory stage for a frequency, the powerball door is unlocked and the exercise automatically begins. The preparatory stage will be revisited when a new frequency is encountered for the first time.

Rewarding Progress in Sky Gym

To engage the student, Sky Gym presents three exercise machines in a circuit across four workout levels. Each time Gymbo completes a circuit through all three machines, Sky Gym increases the workout level by modifying the machines. To meet the increased challenge, Gymbo acquires specialized leg extensions to help him train harder and generate more power for the gym. The number of extensions holding the horn indicates the workout level for the current circuit.

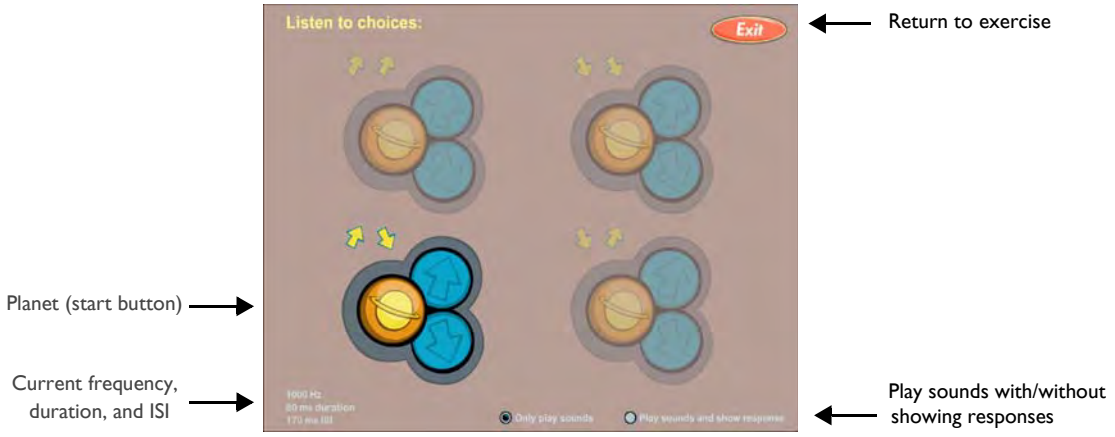
The three vents on the power generator represent the consecutive correct counter. The vents light up to indicate the number of consecutive correct responses. When the student answers three consecutive trials correctly, the generator powerball accumulates more energy and the counter resets. When the student answers three consecutive trials correctly six times, the powerball shoots into the generator, bonus points are awarded, and Gymbo's workout switches to the next exercise machine.

The percent complete markers next to the yellow planet indicate the percentage of completed content in the exercise. Each marker represents 10% of the exercise. The small paw indicates the 50% complete point. When it lights up, Cogger the dog joins in to help power the gym. Cogger works out with Gymbo for the rest of the exercise. When all of the markers light up, the exercise is complete.

The high score represents the highest score ever achieved by the student in one session. If the high score is distracting, the student can hide it by clicking the corresponding display button.

Getting Help in Sky Gym

If the student needs assistance identifying the sound sweeps, the student can click the Help (?) button above the yellow planet to see all four possible sequences of sound sweeps at the current frequency (Hz), duration (length of each sound sweep), and ISI (time between sound sweeps).



Sky Gym Help

When the help screen opens, the student can click a yellow planet to hear the corresponding sequence of sound sweeps. To see the response buttons highlight as the sound sweeps play, the student can click the corresponding button at the bottom of the screen.

Using help does not affect the student's standing in Sky Gym.

Understanding the Science in Sky Gym

Sky Gym presents sound sweeps using different frequency ranges, different sequences of sounds, and different time durations. The frequencies and durations of the sound sweeps correspond to some of the rapid transitions in the sounds of the English language.

The horn on the exercise machine indicates the current frequency range on which the student is working. Sky Gym presents sound sweeps in three frequency ranges:

Horn	Frequency Range
Small	High (2000 Hz)
Medium	Middle (1000 Hz)
Large	Low (500 Hz)

As the student progresses in a frequency, Sky Gym decreases the duration of the sound sweeps and the length of time between the sound sweeps, challenging the student to improve his or her rate of auditory processing. For example, an 80 ms duration represents a sound sweep that lasts for 80 milliseconds. The shortest duration in Sky Gym, and consequently the highest level, is 25 ms.

The number on the exercise machine horn indicates the current duration on which the student is working. Sky Gym presents the following durations in each frequency range:

Durations
80 ms
60 ms
40 ms
35 ms
30 ms
25 ms

Mastering Sky Gym

The student will continue to work on Sky Gym until the skills in the exercise are mastered. If Sky Gym is revisited, the student will continue to repeat the content at the shortest durations. For more information on revisiting exercises, see "Completing the Product" on page 32.

The following keyboard shortcuts are available in Sky Gym:

Button	Keyboard shortcut
Planet (start button)	Left arrow or space bar
Up arrow (response button)	Up arrow
Down arrow (response button)	Down arrow

Moon Ranch

Moon Ranch helps improve the ability to identify and manipulate speech sounds in a quick and efficient manner (phonological fluency), the ability to remain focused on a given task while ignoring distractions and refraining from impulsive behavior (sustained attention), and the capacity for holding speech sounds in memory (phonological memory).

The object of Moon Ranch is to correctly identify when a new syllable interrupts a repeated syllable.

Moon Ranch

Working on Moon Ranch

To work on Moon Ranch, the student clicks the yellow planet on Granny's tractor to hear a syllable repeated in rapid succession. When the exercise interrupts the repeated syllable with a new syllable, which differs by a single phoneme, the student must click the farm animal to be moved into the pasture. If the animal is clicked too early or too late, the trial is counted as incorrect. When the student answers the trial correctly, the exercise raises the animal a little higher toward the fence. Points are awarded for each correct answer.

Rewarding Progress in Moon Ranch

The three steps that raise the animal toward the pasture represent the consecutive correct counter. Each step indicates the number of consecutive correct responses by raising the animal a little higher for each consecutive correct answer. When the student answers three consecutive trials correctly, the animal moves onto the next step. When the student answers three consecutive trials correctly three times, the animal is transported over the fence and the exercise awards bonus points. As the student continues answering trials correctly in a session, more and more farm animals can be seen in the hills behind the pasture, which can help indicate a more successful session performance.

The percent complete markers on Granny's tractor indicate the percentage of completed content in the exercise. Each marker represents 10% of the exercise. The rocket indicates the 50% complete point. When it lights up, the exercise provides more fun and frequent reward animations. When all of the markers light up, the exercise is complete.

The high score represents the highest score ever achieved by the student in one session. If the high score is distracting, the student can hide it by clicking the corresponding display button.

Understanding the Science in Moon Ranch

Moon Ranch first presents syllables that have been digitally generated using patented methods (including selective intensity increases and duration extensions) to provide enhanced learning opportunities. Initially, one of the syllables in each pair includes a silent gap in between the consonant sound and the vowel sound, which emphasizes the difference between the two syllables. For example, for the pair *ki/gi* the syllable *ki* is initially presented as *k-i*.

As the student progresses through the exercise, Moon Ranch reduces the silent gap until both syllables in a pair are presented using natural speech parameters. Also, as the student progresses through the exercise, Moon Ranch decreases the length of time between the repeated syllables.

Moon Ranch presents the following phoneme contrast pairs of syllables:

Phoneme Contrast Pairs
gi-ki
chu-shu
si-sti
ge-ke
do-to
ba-da
de-be
bi-di

Mastering Moon Ranch

The student will continue to work on Moon Ranch until the skills in the exercise are mastered. If Moon Ranch is revisited, the student will continue to repeat the content at the highest stages in each phoneme contrast pair. For more information on revisiting exercises, see "Completing the Product" on page 32.

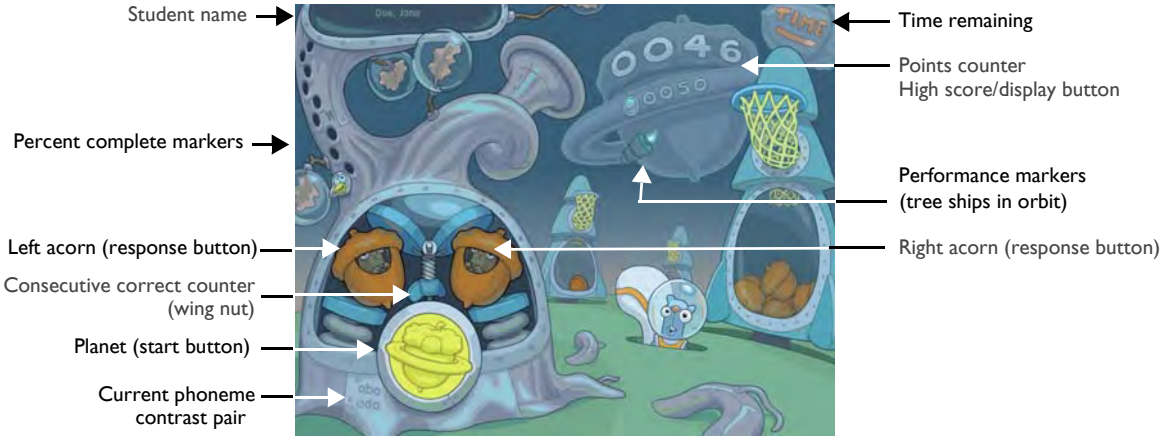
The following keyboard shortcuts are available in Moon Ranch:

Button	Keyboard shortcut
Planet (start button)	Down arrow or space bar
Farm animal (response button)	Up arrow

Hoop Nut

Hoop Nut helps improve the ability to make correct distinctions based on individual phonemes (phonological accuracy), the ability to identify and manipulate speech sounds in a quick and efficient manner (phonological fluency), and the capacity for holding speech sounds in memory (phonological memory).

The object of Hoop Nut is to identify a target syllable when presented in a sequence of two syllables.



Hoop Nut

Working on Hoop Nut

To work on Hoop Nut, the student clicks the yellow planet on the tree launcher to hear a target syllable. The student must listen carefully as each of the two astro-nuts in the acorns present a different syllable. One presents the target syllable, while the other presents a syllable that differs from the target syllable by a single phoneme. The student must click the acorn that presents the target syllable. Points are awarded for each correct answer. Bonus points are awarded after 12 correct answers.

Rewarding Progress in Hoop Nut

The wing nut above the yellow planet represents the consecutive correct counter, which tightens up a little more for each consecutive correct response. When the student answers three consecutive trials correctly, the tree launcher shoots an acorn through the hoop on a nearby tree ship, and the counter is reset. When a tree ship fills with acorns, it blasts off into orbit around the planet. As the student continues answering trials correctly in a session, more and more tree ships can be seen orbiting the planet, which can help indicate a more successful session performance.

The percent complete markers on the tree launcher indicate the percentage of completed content in the exercise. Each marker represents 10% of the exercise. The "H" indicates the 50% complete point. When it lights up, *Hoop Drive* is invoked, which provides more fun and frequent reward animations and more fun ways to shoot hoops. When all of the markers light up, the exercise is complete.

The high score represents the highest score ever achieved by the student in one session. If the high score is distracting, the student can hide it by clicking the corresponding display button.

Understanding the Science in Hoop Nut

Hoop Nut first presents syllables in which the speech sounds have been digitally generated using patented methods (including selective intensity increases and duration extensions) to provide enhanced learning opportunities. Initially, the consonant sound in each syllable has been lengthened and enhanced relative to the vowel sound. For example, the syllable *ba* is initially presented with an acoustically modified version of the /b/ sound.

As the student progresses through the exercise, Hoop Nut decreases this processing, and eventually presents the syllables using natural speech parameters. Also, as the student progresses through the exercise, Hoop Nut decreases the length of time between syllable choices.

Hoop Nut presents the following phoneme contrast pairs of syllables:

Phoneme Contrast Pairs
aba-ada
ba-da
be-de
bi-di
va-fa

Mastering Hoop Nut

The student will continue to work on Hoop Nut until the skills in the exercise are mastered. If Hoop Nut is revisited, the student will continue to repeat the content at the highest stages in each phoneme contrast pair. For more information on revisiting exercises, see "Completing the Product" on page 32.

The following keyboard shortcuts are available in Hoop Nut:

Button	Keyboard shortcut
Planet (start button)	Down arrow or space bar
Left acorn (response button)	Left arrow
Right acorn (response button)	Right arrow

Whalien Match

Whalien Match helps improve the ability to accurately identify spoken words by relying on sound cues alone, without the aid of visual or context cues (auditory word recognition). It also helps develop the capacity for holding speech sounds in memory (phonological memory), the ability to identify and manipulate speech sounds in a quick and efficient manner (phonological fluency), and the ability to make correct distinctions based on individual phonemes (phonological accuracy).

Whalien Match displays a pod of shipwrecked whaliens in grids of four, eight, and sixteen. Each whalien has a syllable or word associated with it. The object of Whalien Match is to match all the syllables and words into pairs using the fewest clicks.

Whalien Match

Working on Whalien Match

To work on Whalien Match, the student clicks a whalien on the screen. The exercise pronounces a syllable or word. The student must click the other whaliens on the screen to find the whalien with the matching syllable or word. If the student clicks a new whalien that matches one already clicked, the student must then go back and click the first whalien of the pair to confirm the match. The two whaliens are then rescued by the vehicle on the surface. Points are awarded for each correct match.

Rewarding Progress in Whalien Match

The click counter on the surface displays the number of attempts (clicks) available to match all of the whaliens in the grid. Each time the student clicks a whalien, this number is reduced by one, and one of the tokens disappears. However, even when this number reaches zero, the student can still match syllables and words. When the student matches all of the whaliens on the screen within the allowed number of clicks, the remaining tokens are awarded as bonus points.

When the student matches all of the whaliens in a 4x4 grid within the allowed number of clicks, a periscope creature pops up through the surface. As the student continues to clear 4x4 grids in the session, the periscope creature moves closer to the ship. When the creature reaches the ship, it jumps into the ship, bonus points are awarded, and a reward animation plays.

The percent complete markers on the left indicate the percentage of completed content in the exercise. Each marker represents 10% of the exercise. The sea horse indicates the 50% complete point in Whalien Match. At this point, the exercise provides more fun and frequent reward animations. When all of the markers light up, the exercise is complete.

The high score represents the highest score ever achieved by the student in one session. If the high score is distracting, the student can hide it by clicking the corresponding display button.

Understanding the Science in Whalien Match

Whalien Match first presents syllables and words in which the speech sounds have been digitally altered using patented methods (including selective intensity increases and duration extensions) to provide enhanced learning opportunities. Initially, the consonant sounds in each word have been lengthened and enhanced relative to the vowel sound. For example, the word *bit* is initially presented with acoustically modified versions of the /b/ and /t/ sounds.

As the student progresses through the exercise, Whalien Match decreases this processing, and eventually presents the syllables and words using natural speech.

The five processing level markers (stars) at the top of the screen represent the different speech processing levels in Whalien Match. While the student works in a level, the corresponding marker lights up. When the student completes a level, bonus points are awarded and the next marker lights up. When all five markers light up, the student is working in the highest level.

Mastering Whalien Match

The student will continue to work on Whalien Match until the skills in the exercise are mastered. If Whalien Match is revisited, the student will continue to repeat the content at the highest level. For more information on revisiting exercises, see "Completing the Product" on page 32.

Robo-Dog

Robo-Dog helps build knowledge of the phonological structure and meaning of words (vocabulary), and helps develop the ability to accurately identify spoken words by relying on sound cues alone, without the aid of visual or context cues (auditory word recognition).

Robo-Dog also improves the ability to make correct distinctions based on individual phonemes (phonological accuracy), and the ability to identify and manipulate speech sounds in a quick and efficient manner (phonological fluency).

The object of Robo-Dog is to identify the picture that represents a pronounced target word.

Robo-Dog

Working on Robo-Dog

To work on Robo-Dog, the student clicks the yellow planet on Goldie the robo-dog's tag to hear a word pronounced. Four pictures appear on the screen. The student must click the picture that represents the pronounced word. Points are awarded for each correct answer.

Robo-Dog presents words that differ by initial or final sound, or both. For example, the words *rake* and *lake* differ by initial sound. At the highest level, Robo-Dog also presents academic vocabulary, such as math and science terminology.

Rewarding Progress in Robo-Dog

The three buttons on the dog collar represent the consecutive correct counter. The buttons light up to indicate the number of consecutive correct responses. When the student answers three consecutive trials correctly, a biscuit appears in the biscuit box on the left and the counter resets. When the student answers three consecutive trials correctly three times, Goldie gets to eat the biscuits, the empty biscuit box moves to the right side of the screen, and the exercise awards bonus points.

When the student accumulates four empty biscuit boxes, the golden biscuit box appears. This box fills with gold bones instead of biscuits. Bonus points are awarded when the golden biscuit box is filled, and the student earns a special gold bone, which is displayed in the upper left corner of the screen. These gold bones can help indicate a more successful session performance.

The percent complete markers on the left indicate the percentage of completed content in the exercise. Each marker represents 10% of the exercise. When all of the markers light up, the exercise is complete.

The high score represents the highest score ever achieved by the student in one session. If the high score is distracting, the student can hide it by clicking the corresponding display button.

Getting Help in Robo-Dog

If the student needs assistance with the vocabulary, the student can click the Help (?) button next to Goldie to activate help. A question mark inside the planet indicates that help is on. When help is on, the exercise pronounces the word for each picture and briefly displays the picture on the screen before each trial is presented. This allows the student to review the vocabulary before the actual trial starts.

Help remains on until the student turns it off by clicking the Help button again, or until the student completes all of the trials in the current content group.

When help mode is active, the student will receive fewer points for a correct answer. In addition, fewer bonus points will be earned, and the trial will not count toward advancement in the exercise.

Understanding the Science in Robo-Dog

Robo-Dog first presents words in which the speech sounds have been digitally altered using patented methods (including selective intensity increases and duration extensions) to provide enhanced learning opportunities. Initially, the consonant sounds in each word have been lengthened and enhanced relative to the vowel sound. For example, the word *lake* is initially presented with acoustically modified versions of the /l/ and /k/ sounds.

As the student progresses through the exercise, Robo-Dog decreases this processing, and eventually presents the words using natural speech.

The five processing level markers (stars) at the top of the screen represent the different speech processing levels in Robo-Dog. While the student works in a level, the corresponding marker lights up. When the student completes a level, bonus points are awarded and the next marker lights up. When all five markers light up, the student is working in the highest level.

Mastering Robo-Dog

The student will continue to work on Robo Dog until the skills in the exercise are mastered.
If Robo-Dog is revisited, the student will continue to repeat the content at the highest level. For more information on revisiting exercises, see "Completing the Product" on page 32.

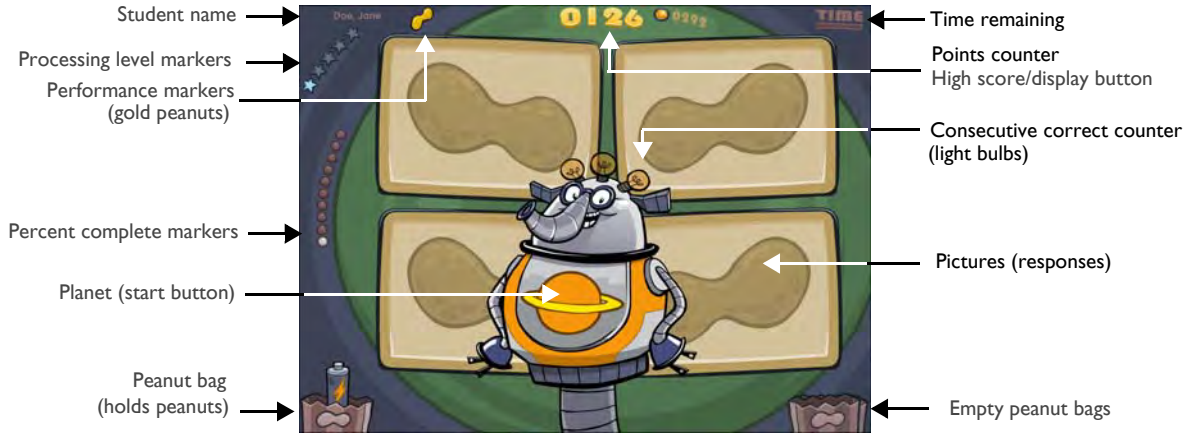
The following keyboard shortcuts are available in Robo-Dog:

Button	Keyboard shortcut
Planet (start button)	Down arrow or space bar
Pictures (responses), top left to bottom right	Number keys 1 through 4

Ele-Bot

Ele-Bot helps improve the student's understanding of the relationship between words, grammar, and meaning (language structures). It also helps increase the speed at which the student identifies and understands rapid, successive changes in sound (listening accuracy).

The object of Ele-Bot is to identify the picture that best represents a sentence or answers a question.



Ele-Bot

Working on Ele-Bot

To work on Ele-Bot, the student clicks the yellow planet on Ella the electro-bot to hear a sentence pronounced. Two to four pictures are displayed on the screen. The student must click the picture that most accurately represents the sentence. Points are awarded for each correct answer.

Ele-Bot presents questions and sentences that involve a range of grammatical difficulty. For example:

- "The boy is eating." (easier)
- "The mouse is not being chased by the cat." (more difficult)

The higher levels in Ele-Bot expose the student to more complex grammar, but the student is not required to master these trials in order to advance in the exercise.

Rewarding Progress in Ele-Bot

The light bulbs on Elle's head represent the consecutive correct counter. The light bulbs light up to indicate the number of consecutive correct responses. When the student answers three consecutive trials correctly, a peanut appears in the bag on the left and the counter resets. When the student answers three consecutive trials correctly three times, Elle gets to eat the peanuts, and the empty bag moves to the right side of the screen.

When the student accumulates four empty peanut bags, the golden peanut bag appears. This bag fills with gold peanuts instead of regular peanuts. Bonus points are awarded when the golden peanut bag is filled, and the student earns a special gold peanut, which is displayed in the upper left corner of the screen. These gold peanuts can help indicate a more successful session performance.

The percent complete markers on the left indicate the percentage of completed content in the exercise. Each marker represents 10% of the exercise. When all of the markers light up, the exercise is complete.

The high score represents the highest score ever achieved by the student in one session. If the high score is distracting, the student can hide it by clicking the corresponding display button.

Understanding the Science in Ele-Bot

Ele-Bot first presents sentences in which the speech sounds have been digitally altered using patented methods (including selective intensity increases and duration extensions) to provide enhanced learning opportunities. Initially, the consonant sounds in each word have been lengthened and enhanced relative to the vowel sound. For example, the word *cat* is initially presented with acoustically modified versions of the /k/ and /t/ sounds.

As the student progresses through the exercise, Ele-Bot decreases this processing, and eventually presents the sentences using natural speech.

The five processing level markers (stars) at the top of the screen represent the different speech processing levels in Ele-Bot. While the student works in a level, the corresponding marker lights up. When the student completes a level, bonus points are awarded and the next marker lights up. When all five markers light up, the student is working in the highest level.

Mastering Ele-Bot

The student will continue to work on Ele-Bot until the skills in the exercise are mastered. If Ele-Bot is revisited, the student will continue to repeat the content at the highest level. For more information on revisiting exercises, see "Completing the Product" on page 32.

The following keyboard shortcut is available in Ele-Bot:

Button	Keyboard shortcut
Planet (start button)	Down arrow or space bar
Pictures (responses), top left to bottom right	Number keys 1 through 4

Space Commander

Space Commander helps improve the ability to listen to spoken directions of increasing length and complexity, comprehend them, and keep them in memory long enough to plan and carry out the required action (working memory).

Space Commander also helps improve the student's understanding of the relationship between words, grammar, and meaning (language structures), and helps increase the speed at which the student identifies and understands rapid, successive changes in sound (listening accuracy).

Space Commander presents a three-dimensional flight deck with rows of colored shapes. The object of the exercise is to correctly identify or manipulate those shapes according to the instructions presented.

Space Commander

Working on Space Commander

To work on Space Commander, the student clicks the yellow planet on the control tower to hear the flight commander Admiral Bird present an instruction and illuminate the shapes on the flight deck. The student must then follow that instruction. To touch a shape, the student must click it. To move a shape, the student must click and hold the mouse, drag the shape to the new location, then release the mouse button. Points are awarded for each correct answer, and bonus points are awarded after nine correct answers. If the instructions are followed incorrectly, the flight commander clears the flight deck, repeats the instructions, and indicates the correct action.

Space Commander starts with a preparatory stage that demonstrates the sizes, shapes, and colors referenced in the instructions. When the student shows proficiency in this task, the preparatory stage automatically ends and the exercise begins. Additionally, each new session begins with 10 warm-up trials to help prepare the student for that work session.

Space Commander presents instructions that include a range of difficulty. For example:

- "Touch the green circle." (easier)
- "Put the blue circle between the yellow square and the white square." (more difficult)

Additionally, some of the trials in Space Commander expose the student to more complex instructions, but the student is not required to master these trials in order to advance in the exercise.

Rewarding Progress in Space Commander

The flight commander represents the consecutive correct counter. She counts the number of consecutive correct responses on her fingers. Additionally, the signal officer behind the flight deck raises his signal flags. When the student answers three consecutive trials correctly, the signal officer directs the pilot bird to fly into the globe and counter resets. As the student continues answering trials correctly in a session, more and more birds fill the globe, which can help indicate a more successful session performance.

The percent complete markers on the left indicate the percentage of completed content in the exercise. Each one represents 10% of the exercise. When all 10 markers light up, the exercise is complete.

The high score represents the highest score ever achieved by the student in one session. If the high score is distracting, the student can hide it by clicking the corresponding display button.

Understanding the Science in Space Commander

Space Commander first presents instructions in which the speech sounds have been digitally altered using patented methods (including selective intensity increases and duration extensions) to provide enhanced learning opportunities. Initially, the consonant sounds in each word have been lengthened and enhanced relative to the vowel sound. For example, the word *red* is initially presented with acoustically modified versions of the /r/ and /d/ sounds.

As the student progresses through the exercise, Space Commander decreases this processing, and eventually presents the instructions using natural speech.

The five processing level markers (stars) above the control tower represent the different speech processing levels in Space Commander. While the student works in a level, the corresponding marker lights up. When the student completes a level, bonus points are awarded and the next marker lights up. When all five markers light up, the student is working in the highest level.

Mastering Space Commander

The student will continue to work on Space Commander until the skills in the exercise are mastered. If Space Commander is revisited, the student will continue to repeat the content at the highest level. For more information on revisiting exercises, see "Completing the Product" on page 32.

The following keyboard shortcut is available in Space Commander:

Button	Keyboard shortcut
Planet (start button)	Down arrow or space bar

Administering the Exercises

Use the following information to help administer the Fast ForWord Language v2 product session. For details on how to start the exercises, please refer to the user manual for your SciLearn platform software.

Checking the Exercise Status

While the student is working on an exercise, use the Exercise Status screen to view the time remaining or to quit the current exercise early.

Exercise Status

To access the Exercise Status screen while a student is working on an exercise, press and hold the Control key, then press the equal sign key (=).

The exercise clock does not pause while the Exercise Status screen is displayed. If the student needs to take a break, allow the student to take the break after the exercise ends.

When the Exercise Status screen is open:

- To return to the exercise, click Return.
- To quit the exercise, click Exit.

Completing an Exercise

When the student completes an exercise for the day, the exercise exits and returns the student to the Select an Exercise screen. To continue working, the student must click another exercise. To take a short break, the student should remain at the Select an Exercise screen. When the student is ready to work again, the student can select the next available exercise.

Exercises that have been completed for the day appear grayed out on the Select an Exercise screen.

Exercises also appear grayed out on the Select an Exercise screen when the exercise is not scheduled for the day, or when the exercise is closed because the content in the exercise has been mastered. For more information on mastering the exercises, see "Completing the Product" on page 32.

Exiting an Exercise Early

If the student exits an exercise early, that exercise will remain available on the Select an Exercise screen for the rest of the session. The student will be able to access the exercise until the daily time requirement is met; then, that exercise will no longer be available and will appear grayed out on the Select an Exercise screen.

The student should continue working on all available exercises until the exercises are completed and the protocol for the day is met.

Completing the Session

When the student completes all of the exercises scheduled for that day, participation bonus points are awarded and the Success Viewer appears.

A student can return to the exercises and continue working after the session is completed. This will not affect the next day's protocol.

Exiting the Session Early

If the student exits the session early, the Success Viewer appears. However, the student should start another session that day and continue working until all of the exercises are completed and the protocol for the day is met.

The Success Viewer

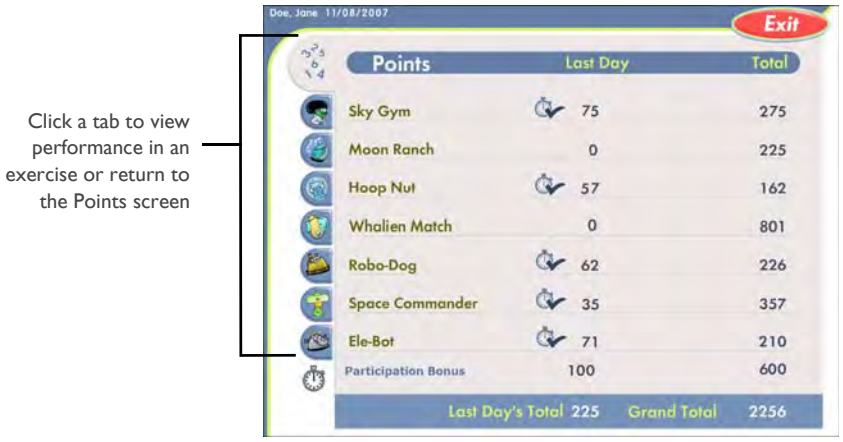
At the end of each session, the product calculates the results for that student and displays those results in the Success Viewer. This provides the student with an immediate review of his or her performance, as a reward and a motivation to continue working on the exercises.

The Success Viewer Screens

When the Success Viewer appears, it displays the Points screen. The Points screen shows the points earned on the last participation day (the current day if the student has just finished working), and the total points earned for each exercise. The Points screen also displays the last day's total points and the grand total points for all exercises.

The number of points earned in an exercise does not always reflect the student's performance in that exercise; points are used only as a reward for correct answers, and to encourage the student to continue working on the products.

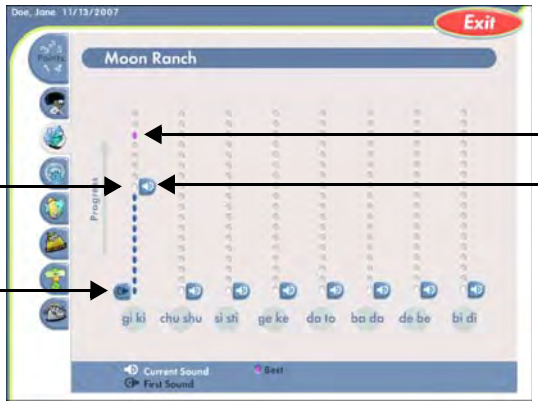
The Points screen displays a clock next to an exercise when the student works on the exercise for the required number of minutes that day. When the protocol for the day is met, a clock appears next to all of the exercises, and the screen displays the participation bonus points.



Success Viewer – Points

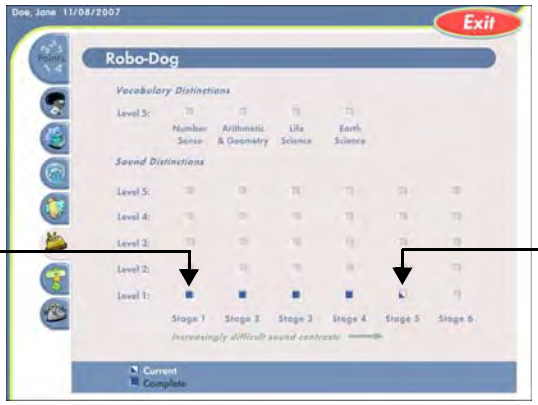
To view details about the student's performance in an individual exercise, or to return to the Points screen, click the corresponding tab on the left. To exit the Success Viewer, click Exit.

The screens for Sky Gym, Moon Ranch, and Hoop Nut display a vertical graph for each phoneme contrast pair or sweep duration.



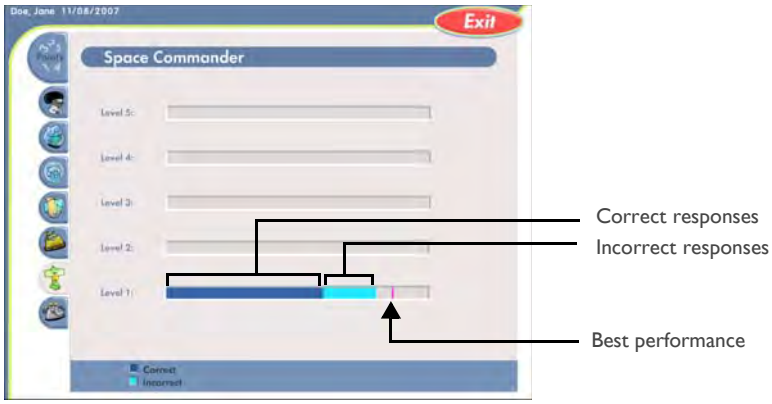
Success Viewer – Moon Ranch

The screens for Whalien Match and Robo-Dog display boxes for the content in the exercises.



Success Viewer – Robo-Dog

The screens for Space Commander and Ele-Bot displays horizontal bar graphs for each content level in the exercise.



Success Viewer – Space Commander

The Default Protocol

By default, the Fast ForWord Language v2 product presents two to three exercises, for a total of 30 minutes each day. Each day's participation time can be divided into multiple sessions.

Using this protocol, Scientific Learning recommends that the student work on the Fast ForWord Language v2 product five days a week, for an estimated 12 to 16 weeks.

A consistent daily routine that allows for intense repetition will maximize the benefits of the exercises. The student may take breaks between exercises, but not while an exercise is open.

Alternate protocols are available to meet different student requirements. Please refer to the user manual for your SciLearn platform software for more information. For details on all available protocols, visit *Customer Connect* online at www.scientificlearning.com/support.

Completing the Product

As the student masters an exercise in the Fast ForWord Language v2 product, that exercise is closed. However, as more exercises are closed by the student, a closed exercise may reopen at the highest levels so that the student can continue working on the most important skills in the product. As the student continues to master exercises, the protocol adjusts the time spent in each exercise so that the student always works on the open exercises for the total number of minutes in the protocol.

When the student masters the last of the remaining exercises, all of the exercises are closed, and the product is complete.

Chapter 2

Fast ForWord Language to Reading v2

This chapter describes each of the Fast ForWord Language to Reading v2 exercises and then outlines the administration process. For information on how to install, set up, or run the software, refer to the user manual for your SciLearn platform software.

The Exercises

The Fast ForWord Language to Reading v2 product consists of five exercises: one sound exercise and four word exercises. The exercises work together to help develop the understanding of basic speech sounds as well as the fundamental cognitive skills essential for learning and reading.

The sound exercise presents tonal sweeps using different frequencies, different sequences of multiple sounds, and different time durations. The following sound exercise is described in this chapter:

- Jumper Gym

The word exercises present words, either in isolation or within sentences, with various levels of linguistic complexity. In some instances, the speech sounds have been digitally altered using patented methods (including selective intensity increases) to provide enhanced learning opportunities. The student also works on graphemes, the letters that represent phonemes, and on visual tracking to strengthen left-to-right reading patterns. The following four word exercises are described in this chapter:

- Paint Match
- Polar Planet
- Tomb Trek
- Cosmic Reader

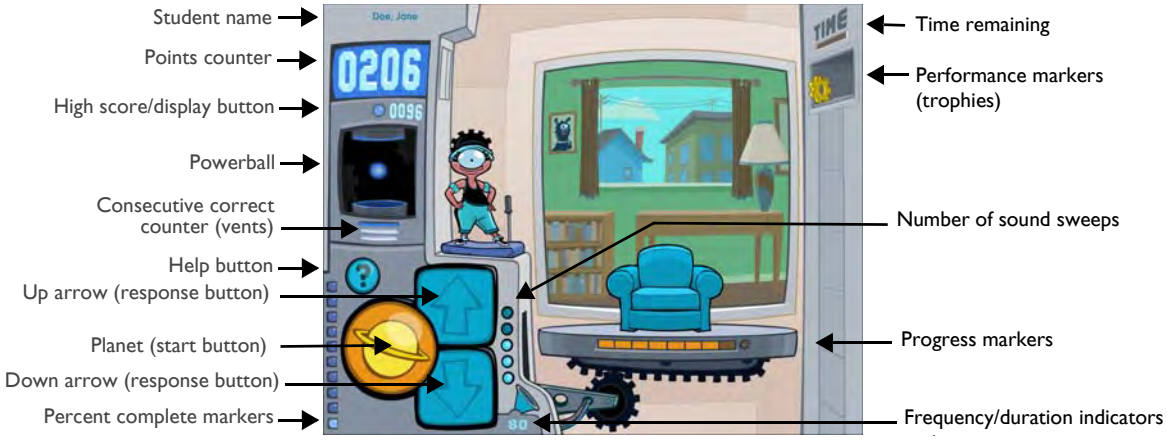
Each of the exercises in the Fast ForWord Language to Reading v2 product begins with an introduction that explains how to work on that exercise. As an alternative, you can choose to present the introductions in Spanish. To enable the Spanish introductions, refer to the user manual for your SciLearn platform software.

In addition, the Fast ForWord Language to Reading v2 exercises include animations that play each time an exercise is opened. These fun and engaging screens are designed to help encourage and motivate students as they prepare to work on an exercise.

Jumper Gym

Jumper Gym helps improve the ability to distinguish differences between sounds, the ability to accurately identify three or more sounds in a series (advanced listening accuracy), and the ability to recognize and remember the order in which a series of sounds is presented (auditory sequencing).

The object of Jumper Gym is to help Tumbalina the gymnast perform tumbling tricks by correctly identifying sequences of sound sweeps.



Jumper Gym

Working on Jumper Gym

To work on Jumper Gym, the student clicks the yellow planet to hear a sequence of sound sweeps. A sound sweep is classified as *up* (a lower to higher frequency) or as *down* (a higher to lower frequency). The student must then click the up arrow or down arrow to identify the sequence of sound sweeps heard. For example, if the exercise presents an up sweep and then a down sweep, the student must click the up arrow once, and then click the down arrow once. If the exercise presents two down sweeps, the student must click the down arrow twice. Points are awarded when the sequence is correctly reproduced.

Jumper Gym starts with a preparatory stage for each frequency sweep in the exercise. When the student masters the preparatory stage for all three frequencies, the exercise automatically begins. The preparatory stage will not be revisited again.

At first, Jumper Gym presents sequences of two sound sweeps. As the student progresses in the exercise, Jumper Gym presents sequences of three, four and five sound sweeps. The markers next to the response buttons indicate the number of sound sweeps in the current sound sequence (two to five). More bonus points are awarded as the number of sound sweeps increases in the exercise.

Rewarding Progress in Jumper Gym

To help engage the student, Jumper Gym presents multiple scenes in which the gymnast can perform her tumbling tricks. Each session presents one scene, which includes a special jumping machine designed for that scene. As the student progresses in the session, the machine transforms and the gymnast's tumbling tricks become more elaborate.

The three vents on the power generator represent the consecutive correct counter. The vents light up to indicate the number of consecutive correct responses. At the start of each work session, a portion of the workout scene is revealed with each set of three consecutive correct responses. When the scene is completely revealed, the powerball door opens and a jumping machine moves into place. Subsequently, sets of consecutive correct responses cause the powerball to grow in size, the gymnast to perform tumbling tricks, and modifications to occur to the machine.

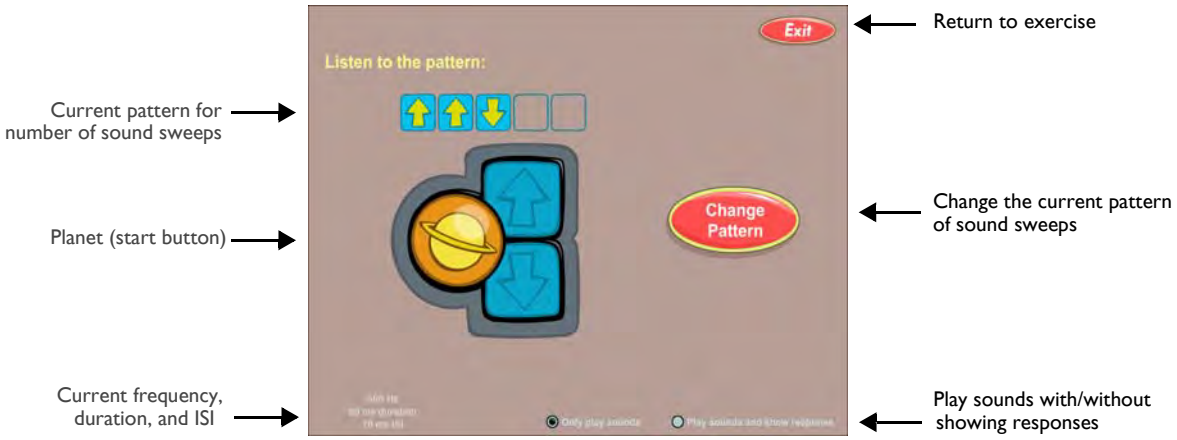
Each work session includes a performance goal to help motivate the student. In Jumper Gym, the student's goal is to light all of the progress markers under the jumping machine. When the student meets that goal, a golden trophy appears in the trophy shelf. Once earned, these rewards cannot be lost; the trophies will remain visible until the entire product is finished.

The percent complete markers next to the yellow planet indicate the percentage of completed content in the exercise. Each marker represents 10% of the exercise. When all of the markers light up, the exercise is complete.

The high score represents the highest score ever achieved by the student in one session. If the high score is distracting, the student can hide it by clicking the corresponding display button.

Getting Help in Jumper Gym

If the student needs help identifying the sound sweeps, the student can click the Help (?) button above the yellow planet to see all possible sequences of sound sweeps at the current frequency (Hz), duration (length of each sound sweep), ISI (time between sound sweeps), and number of sound sweeps.


Exit
Return to exercise
Listen to the pattern:
Current pattern for number of sound sweeps
Change Pattern
Change the current pattern of sound sweeps
Planet (start button)
Current frequency, duration, and ISI
Play sounds with/without showing responses

Jumper Gym Help

When the help screen opens, the student can click the yellow planet to hear the current sequence of sound sweeps. To change the pattern of sound sweeps to another pattern—for example, to change *two up sweeps* to *one up sweep and one down sweep*—the student can click the Change Pattern button.

To see the response buttons highlight as the sound sweeps play, the student can click the corresponding radio button at the bottom of the screen.

Using help does not affect the student's standing in Jumper Gym.

Understanding the Science in Jumper Gym

Jumper Gym presents sound sweeps using different frequency ranges, different sequences of sounds, and different time durations. The frequencies and durations of the sound sweeps correspond to some of the rapid transitions in the sounds of the English language.

The horn to the right of the response buttons indicates the current frequency range on which the student is working. Jumper Gym presents sound sweeps in three frequency ranges:

Horn	Frequency Range
Small	High (2000 Hz)
Medium	Middle (1000 Hz)
Large	Low (500 Hz)

As the student progresses in a frequency, Jumper Gym decreases the duration of the sound sweeps and the length of time between the sound sweeps (ISI), challenging the student to improve his or her rate of auditory processing. For example, an 80 ms duration represents a sound sweep that lasts for 80 milliseconds.

The number below the horn indicates the current duration on which the student is working. Jumper Gym presents the following durations in each frequency range:

Durations
80 ms
30 ms

The lowest level in Jumper Gym presents two sound sweeps at an 80 ms duration separated by a 500 ms ISI. The highest level presents five sound sweeps at a 30 ms duration separated by a 20 ms ISI. By increasing the number of sound sweeps presented, from two to three, three to four, and four to five, Jumper Gym helps improve advanced listening accuracy and auditory sequencing skills.

Mastering Jumper Gym

The student will continue to work on the Jumper Gym until the skills in the exercise are mastered. If Jumper Gym is revisited, the student will continue to repeat the content at the shortest durations and highest number of sound sweeps. For more information on revisiting exercises, see "Completing the Product" on page 56.

The following keyboard shortcuts are available in Jumper Gym:

Button	Keyboard shortcut
Planet (start button)	Left arrow or space bar
Up arrow (response button)	Up arrow
Down arrow (response button)	Down arrow

Paint Match

Paint Match helps improve the ability to recognize words, the ability to recognize the relationship between letters and sounds, and the ability to understand letter patterns (word analysis). It also helps improve the ability to make correct distinctions based on individual phonemes (phonological accuracy).

Paint Match displays paint tubes in groups of four, eight, sixteen, and twenty-four. Each paint tube has a word associated with it. The object of Paint Match is to match all the words into pairs using the fewest clicks.

Paint Match

Working on Paint Match

To work on Paint Match, the student clicks a paint tube on the screen. The exercise pronounces a word and displays that word on the tube. The student must click the other paint tubes on the screen to find the paint tube with the matching word. If the student clicks a new paint tube that matches one already clicked, the word is pronounced but not displayed. The student must then go back and click the first paint tube of the pair to confirm the match. The two paint tubes disappear. Points are awarded for each correct match.

Paint Match presents words that differ by initial consonant, final consonant, onset, or vowel. For example, the words *fair* and *stair* differ by onset. At the highest level, Paint Match also presents "Alien" words—nonsense words that use basic English spelling patterns—to encourage accurate decoding for unfamiliar words.

Rewarding Progress in Paint Match

The click counter on the fox's space suit displays the number of attempts (clicks) available to match all of the paint tubes in the grid. Each time the student clicks a paint tube, this number is reduced by one, and one of the tokens on the paint palette disappears. However, even when this number reaches zero, the student can still match words. When the student matches all of the paint tubes on the screen within the allowed number of clicks, the remaining tokens are awarded as bonus points.

Each work session includes a performance goal to help motivate the student. In Paint Match, the student's goal is to clear more than five grids within the allowed number of clicks per grid. As the student works toward the goal, an alien rabbit leaves tracks in the snow. When the student meets the goal, the rabbit's ears appear behind the hill. Once earned, these rewards cannot be lost; the rabbit ears will remain visible until the entire product is finished.

The percent complete markers on the left indicate the percentage of completed content in the exercise. Each marker represents 10% of the exercise. When all of the markers light up, the exercise is complete.

The high score represents the highest score ever achieved by the student in one session. If the high score is distracting, the student can hide it by clicking the corresponding display button.

Working on the Fluency Round in Paint Match

As the student progresses in the exercise, Paint Match presents the fluency round. In the fluency round, the student moves the fox across the screen to paint target words.

Paint Match Fluency Round

To work on the fluency round, the student clicks the yellow planet on the back of the fox's space suit (not shown) to hear a target word pronounced. Words appear on the picture frames in the top row, one at a time, from left to right. When the target word appears on a picture frame, the student must move the fox by moving the mouse until the fox is directly below that picture frame, and then click the mouse button to paint the word. Points are awarded for each correct answer. The student should respond as quickly as possible, without making mistakes, to earn the most points.

When the student paints all the target words on the screen correctly, the student earns tokens, which appear as lights above the picture frames. The paintbrush token indicates the highest token ever earned. If an incorrect word is painted, or a target word is missed, all tokens are lost and the fluency round starts over. At the end of the fluency round, any remaining tokens are awarded as bonus points.

When the fluency round ends, the student returns to the main exercise.

Paint Match tracks student responses during the fluency round, but does not use this information to advance the student's standing in the exercise. Instead, the fluency round is an opportunity for the student to review the material at a faster pace and earn extra points.

The following keyboard shortcuts are available in the Paint Match fluency round:

Button or function	Keyboard shortcut
Planet (start button)	Down arrow or space bar
Move fox left and right	Left and right arrows
Paint target word	Up arrow

Understanding the Science in Paint Match

Paint Match first presents words in which the speech sounds have been digitally altered using patented methods (including selective intensity increases) to provide enhanced learning opportunities. Initially, the consonant sounds in each word have been enhanced relative to the vowel sound. For example, the word *bit* is initially presented with acoustically modified versions of the /b/ and /t/ sounds.

As the student progresses through the exercise, Paint Match decreases this processing, and eventually presents the words using natural speech.

The three processing level markers (stars) at the top of the screen represent the different speech processing levels in Paint Match. While the student works in a level, the corresponding marker lights up. When the student completes a level, bonus points are awarded and the next marker lights up. When all three markers light up, the student is working in the highest level.

Mastering Paint Match

The student will continue to work on Paint Match until the skills in the exercise are mastered. If Paint Match is revisited, the student will continue to repeat the content at the highest levels with the largest size grids. For more information on revisiting exercises, see "Completing the Product" on page 56.

Polar Planet

Polar Planet helps improve the ability to recognize words, the ability to recognize the relationship between letters and sounds, and the ability to understand letter patterns (word analysis).

Additionally, Polar Planet helps improve the ability to identify and manipulate speech sounds in a quick and efficient manner (phonological fluency), and the ability to remain focused on a given task while ignoring distractions and refraining from impulsive behavior (sustained attention). The student also works on visual tracking to strengthen left-to-right reading behavior.

The object of Polar Planet is to identify a pronounced target word when presented in a series of pronounced and written words.

Polar Planet

Working on Polar Planet

To work on Polar Planet, the student clicks the yellow planet on the penguin's snow suit to hear a target word pronounced. A series of words are pronounced and displayed on ice blocks that move across the screen, from left to right. The student must click the ice block that presents the target word. Points are awarded for each correct answer.

Rewarding Progress in Polar Planet

The ice blocks in the sled represent the consecutive correct counter. After each correct response, the penguin hits the corresponding ice block into the sled. When the student answers three consecutive trials correctly, the sled transports the three ice blocks to the glacier and the counter resets. The blocks are used to build fun ice structures. As the student continues to answer consecutive trials correctly, more blocks are added to the ice structure. When the structure is completed, a reward animation plays.

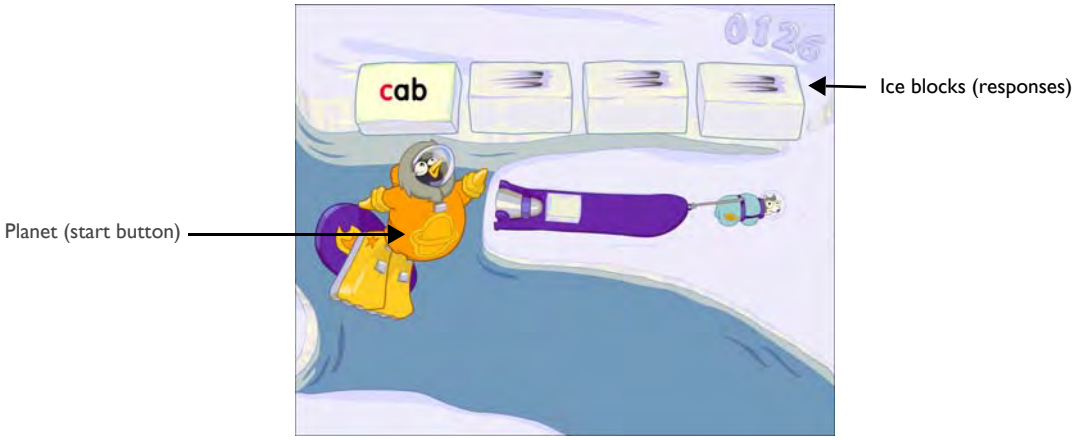
Each work session includes a performance goal to help motivate the student. In Polar Planet, the student's goal is to complete a structure. When the student meets the goal, a flag appears on the ice planet. Once earned, these rewards cannot be lost; the flags will remain visible until the entire product is finished.

The percent complete markers on the left of the screen indicate the percentage of completed content in the exercise. Each marker represents 10% of the exercise. When all of the markers light up, the exercise is complete.

The high score represents the highest score ever achieved by the student in one session. If the high score is distracting, the student can hide it by clicking the corresponding display button.

Working on the Fluency Round in Polar Planet

As the student progresses through the exercise, Polar Planet presents the fluency round. In the fluency round, the student has three chances to earn more ice blocks by correctly identifying target words.



Polar Planet Fluency Round

To work on the fluency round, the student clicks the yellow planet to hear a target word pronounced. A series of words are pronounced and displayed on four ice blocks, one at a time, from left to right. The student must identify and click the ice block that presents the target word.

For each target word identified, the fluency round awards points and the student earns that ice block. If the student answers all three trials correctly, those ice blocks are transported to the structure. The student should respond as accurately as possible to earn the most points.

When the fluency round ends, the student returns to the main exercise.

Polar Planet tracks student responses during the fluency round, but does not use this information to advance the student's standing in the exercise. Instead, the fluency round is an opportunity for the student to review the material and earn extra points.

Understanding the Science in Polar Planet

Polar Planet first presents words in which the speech sounds have been digitally altered using patented methods (including selective intensity increases) to provide enhanced learning opportunities. Initially, the consonant sounds in each word have been enhanced relative to the vowel sound. For example, the word *bid* is initially presented with acoustically modified versions of the /b/ and /d/ sounds.

As the student progresses through the exercise, Polar Planet decreases this processing, and eventually presents the words using natural speech.

The three processing level markers (stars) at the top of the screen represent the different speech processing levels in Polar Planet. While the student works in a level, the corresponding marker lights up. When the student completes a level, bonus points are awarded and the next marker lights up. When all three markers light up, the student is working in the highest level.

Mastering Polar Planet

The student will continue to work on Polar Planet until the skills in the exercise are mastered. If Polar Planet is revisited, the student will continue to repeat the content at the highest level. For more information on revisiting exercises, see "Completing the Product" on page 56.

The following keyboard shortcuts are available in Polar Planet:

Button	Keyboard shortcut
Planet (start button)	Down arrow or space bar
Target word (response button)	Up arrow

Tomb Trek

Tomb Trek helps improve the ability to recognize words, the ability to recognize the relationship between letters and sounds, and the ability to understand letter patterns (word analysis). Tomb Trek also helps improve the ability to make correct distinctions based on individual phonemes (phonological accuracy), and the capacity for holding speech sounds in memory (phonological memory).

The object of Tomb Trek is to identify a pronounced target word when presented in a sequence of two pronounced and written words.

Tomb Trek

Working on Tomb Trek

To work on Tomb Trek, the student clicks the yellow planet on Granny's map (not shown) to hear a target word. The exercise then pronounces two words. As each word is pronounced, Granny—who has left her moon ranch to excavate an alien archaeological site—briefly displays that word on one of the scrolls above her chair. One word is the target word, while the other is a phonologically contrasting word. The student must click the scroll that presented the target word. Points are awarded for each correct answer.

Rewarding Progress in Tomb Trek

Granny's toolbox represents the consecutive correct counter. After the first correct response, the toolbox opens and a tool appears. After the next consecutive correct response, the tool prepares to work on the wall. When the student answers the third consecutive trial correctly, the tool uncovers an alien glyph, an artifact, or a button that triggers a fun animation and returns to the toolbox. When all of the items in the scene are uncovered, a reward animation plays and Granny moves to the next room.

Each work session includes a performance goal to help motivate the student. In Tomb Trek, the student's goal is to advance to the treasure room and earn treasure. When the student meets the goal, the treasure room opens and more treasure appears in the room. Once earned, these rewards cannot be lost; the treasure will remain visible until the entire product is finished.

The percent complete markers on the stone indicate the percentage of completed content in the exercise. Each marker represents 10% of the exercise. When all of the markers light up, the exercise is complete.

The high score represents the highest score ever achieved by the student in one session. If the high score is distracting, the student can hide it by clicking the corresponding display button.

Working on the Fluency Round in Tomb Trek

As the student progresses through the exercise, Tomb Trek presents the fluency round. In the fluency round, the student identifies target words displayed on a wall of gold bricks.

Tomb Trek Fluency Round

To work on the fluency round, the student clicks the yellow planet to hear a target word pronounced. The top row of gold bricks in the wall highlights and each brick displays a word. The student must click all of the bricks that display the target word. For each correct answer, a gemstone appears in place of the word, and the exercise awards one point. The gemstone is also earned as a token, held by the tool at the bottom of the screen. The student should respond as quickly as possible, without making mistakes, to earn the most points.

When the entire row is cleared of target words, the remaining words on the bricks disappear. The next row of bricks in the wall highlights and each brick displays a word. The student must continue clicking bricks with the same target word.

The fluency round screen displays five rows of bricks. If the last row of bricks is successfully cleared before the fluency round ends, the first row highlights again and the fluency round continues as before. However, if a brick with an incorrect word is clicked, or a brick with a target word is missed, all tokens are lost and the fluency round starts over.

At the end of the round, any remaining tokens are awarded as bonus points. When the fluency round ends, the student returns to the main exercise.

The exercise tracks student responses during the fluency round, but does not use this information to advance the student's standing in the exercise. Instead, the fluency round is an opportunity for the student to review the material at a faster pace and earn extra points.

The following keyboard shortcuts are available in the Tomb Trek fluency round:

Button	Keyboard shortcut
Planet (start button)	Down arrow or space bar
Bricks, left to right	Number keys 1 through 5

Understanding the Science in Tomb Trek

Tomb Trek first presents words in which the speech sounds have been digitally altered using patented methods (including selective intensity increases) to provide enhanced learning opportunities. Initially, the consonant sounds in each word have been enhanced relative to the vowel sound. For example, the word *bid* is initially presented with acoustically modified versions of the /b/ and /d/ sounds.

As the student progresses through the exercise, Tomb Trek decreases this processing, and eventually presents the words using natural speech.

The three processing level markers (stars) at the top of the screen represent the different speech processing levels in Tomb Trek. While the student works in a level, the corresponding marker lights up. When the student completes a level, bonus points are awarded and the next marker lights up. When all three markers light up, the student is working in the highest level.

Mastering Tomb Trek

The student will continue to work on Tomb Trek until the skills in the exercise are mastered. If Tomb Trek is revisited, the student will continue to repeat the content at the highest level. For more information on revisiting exercises, see "Completing the Product" on page 56.

The following keyboard shortcuts are available in Tomb Trek:

Button	Keyboard shortcut
Planet (start button)	Down arrow or space bar
Left scroll	Left arrow
Right scroll	Right arrow

Cosmic Reader

Cosmic Reader helps improve the ability to understand successive sentences and derive meaning from a story (listening comprehension). It helps improve the ability to listen to spoken directions of increasing length and complexity, comprehend them, and keep them in memory long enough to plan and carry out the required action (following directions).

Cosmic Reader also helps build an understanding of the elements of the English language, including proper word order, syntax, prefixes and suffixes, plurals, and subject-verb agreement (English language conventions), and helps build knowledge of the phonological structure and meaning of words (vocabulary).

The object of Cosmic Reader is to listen to a story and then answer questions and follow instructions.

Cosmic Reader – Narration

Working on Cosmic Reader

Cosmic Reader consists of three stories: *Chicken Licken*, *Big Bad Pigs*, and *Little Red*. Each story presents four chapters, and each chapter includes three activities:

- **Narration and listening comprehension** – Presents a chapter of the story, then presents questions that test the comprehension of the story
- **Language comprehension** – Presents questions that test the comprehension of sentences
- **Following directions** – Presents activities that test the ability to comprehend and follow directions

When the student completes all three activities in a chapter, Cosmic Reader presents the next chapter in the current story. This continues until all four chapters in the current story are completed.

The activities in each chapter are detailed as follows.

Working on Narration and Listening Comprehension in Cosmic Reader

Cosmic Reader begins each chapter with the narration and listening comprehension activity.

Cosmic Reader – Narration

To work on the narration and listening comprehension activity, the student clicks the yellow book planet to start the narration. The exercise aurally presents a chapter of the story along with illustrations. The current chapter is indicated above the yellow planet. As the exercise presents each page in a chapter, the bar below the illustrations indicates how much content remains in the chapter.

Cosmic Reader – Listening Comprehension

When the narration ends, the student clicks the yellow planet to hear a question related to the story. The student must then click the picture that illustrates the correct answer. Points are awarded for each correct answer.

The narration and listening comprehension activity challenges the student to answer questions that are specifically designed to build comprehension and memory for details, main ideas, and relationships within the story.

Working on Language Comprehension in Cosmic Reader

The second task in the chapter is the language comprehension activity.

Cosmic Reader – Language Comprehension

To work on the language comprehension activity, the student clicks the yellow planet to hear a sentence. The exercise presents two to four pictures that are possible representations of the sentence. The student must then click the picture that is the most accurate representation of the sentence. Points are awarded for each correct answer.

The language comprehension activity helps develop the understanding of language structures by challenging the student to understand spoken sentences and then identify visual representations of each sentence. These questions and sentences include grammatical structures with a range of difficulty. For example:

- "The chicken sees the clouds in the sky." (easier)
- "The fish that the hen is watching is blowing bubbles." (harder)

The following keyboard shortcuts are available for listening/language comprehension activities:

Button	Keyboard shortcut
Planet (start button)	Down arrow or space bar
Responses, top left to bottom right	Number keys 1 through 4

Working on Following Directions in Cosmic Reader

The final task in the chapter is the following directions activity.

Cosmic Reader – Following Directions

To work on the following directions activity, the student clicks the yellow planet to hear an instruction. The student must then use the mouse to follow that instruction. To move an object, the student must click and hold the mouse, drag the object to the new location, then release the mouse button. Points are awarded for each correct answer. If an incorrect object is clicked, or an object is moved to an incorrect location, the trial ends and the correct response is demonstrated.

The following directions activity presents increasingly complex directions as the student progresses in the exercise. The student must understand these directions in order to follow and execute them. These instructions include a range of difficulty. For example:

- "Touch the purple pillow and the green bed." (easier)
- "Put the small yellow balloon between the purple pillow and the green bed." (harder)

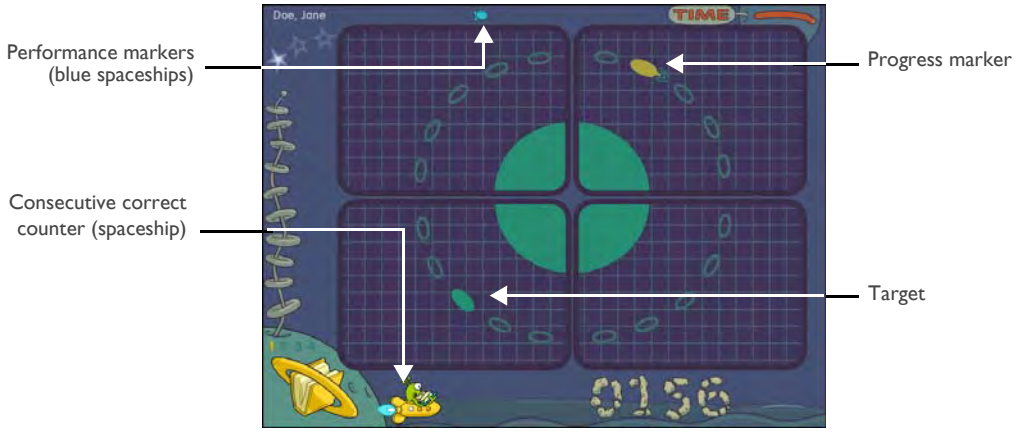
When the student masters all three activities in a chapter, the next chapter begins. This continues until all four chapters in the story are mastered; then, the next level opens and a new story begins.

Rewarding Progress in Cosmic Reader

Throughout the exercise, the portholes on the cosmic reader's spaceship represent the consecutive correct counter. The portholes light up to indicate the number of consecutive correct responses. When

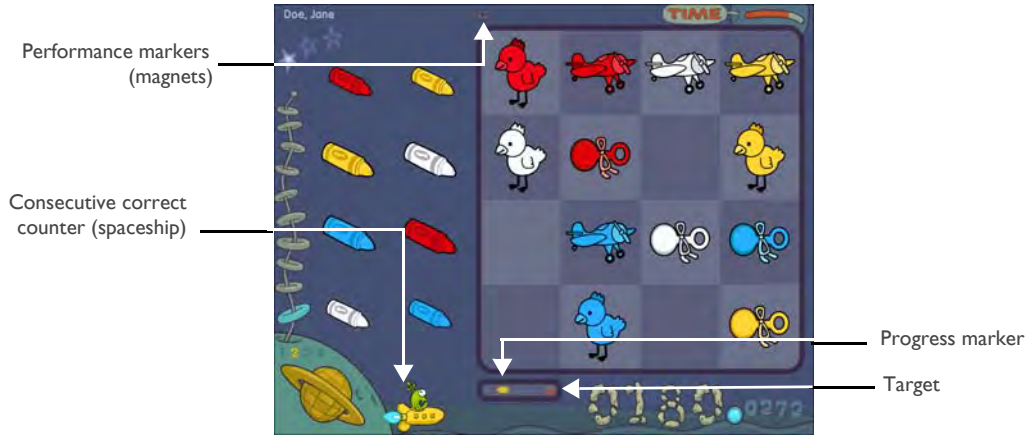
the student answers three consecutive trials correctly, the progress marker advances and the counter is reset.

In the listening comprehension and language comprehension activities, the screen that appears between each trial displays the progress marker:



Listening/Language Comprehension Progress

In the following directions activity, the progress marker appears on the main activity screen:



Following Directions Progress

Each work session includes a performance goal to help motivate the student. In Cosmic Reader, the student's goal is to reach the target marker. As the student works toward the goal, the progress marker advances. When the student meets the goal, a performance marker appears at the top of the screen. Once earned, these rewards cannot be lost; these performance markers will remain visible until the entire product is finished.

The percent complete markers (rings) on the left side of the screen indicate the percentage of completed content in the exercise. Each marker represents 10% of the exercise. When all of the rings light up, the exercise is complete.

The high score represents the highest score ever achieved by the student in one session. If the high score is distracting, the student can hide it by clicking the corresponding display button.

Understanding the Science in Cosmic Reader

Cosmic Reader presents the first story with the speech sounds digitally altered using patented methods (including selective intensity increases) to provide enhanced learning opportunities. The consonant sounds in each word have been enhanced relative to the vowel sound. For example, the word *cat* is initially presented with acoustically modified versions of the /k/ and /t/ sounds.

As the student progresses through the stories, Cosmic Reader decreases this processing and eventually presents the last story using natural speech.

Story	Processing Level
Chicken Licken	Level 3 (more processed)
Big Bad Pigs	Level 4 (less processed)
Little Red	Level 5 (natural speech)

The three processing level markers (stars) at the top of the screen represent the different speech processing levels in Cosmic Reader. While the student works in a level, the corresponding marker lights up. When the student completes a level, bonus points are awarded and the next marker lights up. When all three markers light up, the student is working in the highest level.

Mastering Cosmic Reader

The student will continue to work on Cosmic Reader until the skills in the exercise are mastered. If Cosmic Reader is revisited, the student will continue to repeat the last story at the highest level. For more information on revisiting exercises, see "Completing the Product" on page 56.

Administering the Exercises

Use the following information to help administer the Fast ForWord Language to Reading v2 product session. For details on how to start the exercises, please refer to the user manual for your SciLearn platform software.

Checking the Exercise Status

While the student is working on an exercise, use the Exercise Status screen to view the time remaining or to quit the current exercise early.

Exercise Status

To access the Exercise Status screen while a student is working on an exercise, press and hold the Control key, then press the equal sign key (=).

The exercise clock does not pause while the Exercise Status screen is displayed. If the student needs to take a break, allow the student to take the break after the exercise ends.

When the Exercise Status screen is open:

- To return to the exercise, click Return.
- To quit the exercise, click Exit.

Completing an Exercise

When the student completes an exercise for the day, the exercise exits and returns the student to the Select an Exercise screen. To continue working, the student must click another exercise. To take a short break, the student should remain at the Select an Exercise screen. When the student is ready to work again, the student can select the next available exercise.

Exercises that have been completed for the day appear grayed out on the Select an Exercise screen.

Exercises also appear grayed out on the Select an Exercise screen when the exercise is not scheduled for the day, or when the exercise is closed because the content in the exercise has been mastered. For more information on mastering the exercises, see "Completing the Product" on page 56.

Exiting an Exercise Early

If the student exits an exercise early, that exercise will remain available on the Select an Exercise screen for the rest of the session. The student will be able to access the exercise until the daily time requirement is met; then, that exercise will no longer be available and will appear grayed out on the Select an Exercise screen.

The student should continue working on all available exercises until the exercises are completed and the protocol for the day is met.

Completing the Session

When the student completes all of the exercises scheduled for that day, participation bonus points are awarded and the Success Viewer appears.

A student can return to the exercises and continue working after the session is completed. This will not affect the next day's protocol.

Exiting the Session Early

If the student exits the session early, the Success Viewer appears. However, the student should start another session that day and continue working until all of the exercises are completed and the protocol for the day is met.

The Success Viewer

At the end of each session, the product calculates the results for that student and displays those results in the Success Viewer. This provides the student with an immediate review of his or her performance, as a reward and a motivation to continue working on the exercises.

The Success Viewer Screens

When the Success Viewer appears, it displays the Points screen. The Points screen shows the points earned on the last participation day (the current day if the student has just finished working), and the total points earned for each exercise. The Points screen also displays the last day's total points and the grand total points for all exercises.

The number of points earned in an exercise does not always reflect the student's performance in that exercise; points are used only as a reward for correct answers, and to encourage the student to continue working on the products.

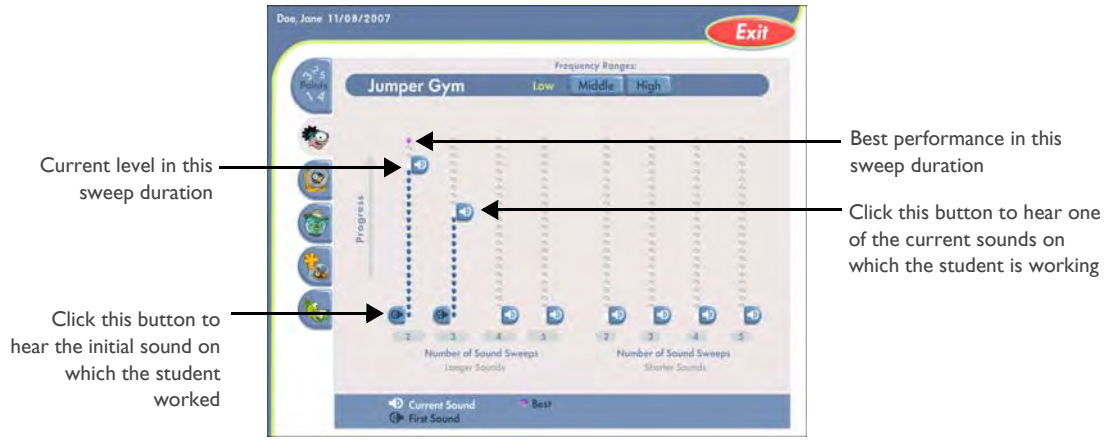
The Points screen displays a clock next to an exercise when the student works on the exercise for the required number of minutes that day. When the protocol for the day is met, a clock appears next to all of the exercises, and the screen displays the participation bonus points.

Click a tab to view performance in an exercise or return to the Points screen
Doe, Jane 11/08/2007
Exit
Points
Last Day
Total
Jumper Gym 206 680
Polar Planet 84 382
Tomb Trek 136 386
Paint Match 206 1006
Cosmic Reader 184 484
Participation Bonus 100 300
Last Day's Total 916 Grand Total 3238

Success Viewer – Points

To view details about the student's performance in an individual exercise, or to return to the Points screen, click the corresponding tab on the left. To exit the Success Viewer, click Exit.

The screen for Jumper Gym displays a vertical graph for each sweep duration.

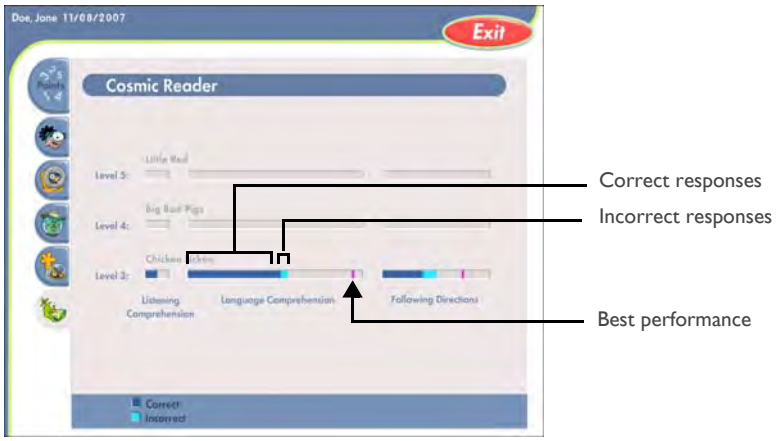

Doe, Jane 11/08/2007
Exit
Jumper Gym
Low
Middle
High
Current level in this sweep duration
Best performance in this sweep duration
Click this button to hear one of the current sounds on which the student is working
Click this button to hear the initial sound on which the student worked
Number of Sound Sweeps
Current Sound
First Sound
Best

Success Viewer – Jumper Gym

The screens for Paint Match, Polar Planet, and Tomb Trek display boxes for the exercise content.

Success Viewer – Polar Planet

The screen for Cosmic Reader displays horizontal bar graphs for each story.



Success Viewer – Cosmic Reader

The Default Protocol

By default, the Fast ForWord Language to Reading v2 product presents two to three exercises, for a total of 30 minutes each day. Each day's participation time can be divided into multiple sessions.

Using this protocol, Scientific Learning recommends that the student work on the Fast ForWord Language to Reading v2 product five days a week, for an estimated 12 to 16 weeks.

A consistent daily routine that allows for intense repetition will maximize the benefits of the exercises. The student may take breaks between exercises, but not while an exercise is open.

Alternate protocols are available to meet different student requirements. Please refer to the user manual for your SciLearn platform software for more information. For details on all available protocols, visit *Customer Connect* online at www.scientificlearning.com/support.

Completing the Product

As the student masters an exercise in the Fast ForWord Language v2 product, that exercise is closed. However, as more exercises are closed by the student, a closed exercise may reopen at the highest levels so that the student can continue working on the most important skills in the product. As the student continues to master exercises, the protocol adjusts the time spent in each exercise so that the student always works on the open exercises for the total number of minutes in the protocol.

When the student masters the last of the remaining exercises, all of the exercises are closed, and the product is complete.

Chapter 3

Fast ForWord Literacy

This chapter describes each of the Fast ForWord Literacy exercises and then outlines the administration process. For information on how to install, set up, or run the software, refer to the user manual for your SciLearn platform software.

The Exercises

The Fast ForWord Literacy product consists of six exercises: three sound exercises and three word exercises. The exercises work together to help develop the understanding of basic speech sounds as well as the fundamental cognitive skills essential for learning and reading.

The sound exercises present complex auditory information in a sub-word format, such as frequency sweeps and syllables. In some instances, the speech sounds have been digitally generated using patented methods (including selective intensity increases and duration extensions) to provide enhanced learning opportunities. The following three sound exercises are described in this chapter:

- Space Racer
- Galaxy Goal
- Spin Master

The word exercises present words, either in isolation or within sentences, with various levels of linguistic complexity. In some instances, the speech sounds have been digitally altered using patented methods (including selective intensity increases and duration extensions) to provide enhanced learning opportunities. The following three word exercises are described in this chapter:

- Lunar Tunes
- Star Pics
- Stellar Stories

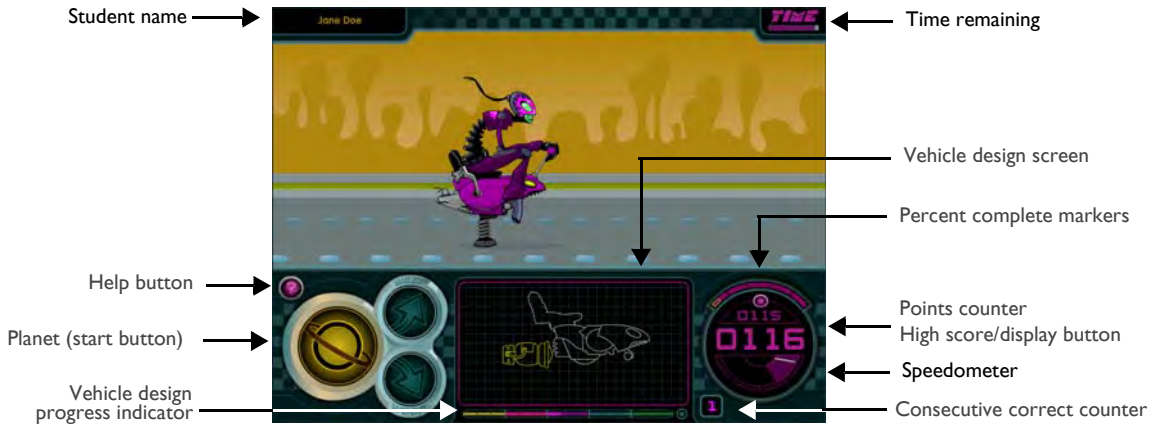
Each of the exercises in the Fast ForWord Literacy product begins with an introduction that explains how to work on that exercise. As an alternative, you can choose to present the introductions in Spanish. To enable the Spanish introductions, refer to the user manual for your SciLearn platform software.

In addition, the Fast ForWord Literacy exercises include animations that play each time an exercise is opened. These fun and engaging screens are designed to help encourage and motivate students as they prepare to work on an exercise.

Space Racer

Space Racer helps improve the speed at which the student identifies and understands rapid, successive changes in sound (listening accuracy), and the ability to recognize and remember the order in which a series of sounds is presented (auditory sequencing).

The object of Space Racer is to race on the space track as quickly as possible by correctly identifying a sequence of two sound sweeps.



Space Racer

Working on Space Racer

To work on Space Racer, the student clicks the yellow planet to hear a sequence of two sound sweeps. A sound sweep is classified as *up* (a lower to higher frequency) or as *down* (a higher to lower frequency). The student must click the up arrow or down arrow to identify the sequence of sound sweeps heard. For example, if the exercise presents an up sweep and then a down sweep, the student must click the up arrow once, and then click the down arrow once. If the exercise presents two down sweeps, the student must click the down arrow twice. Points are awarded when the sequence is correctly reproduced.

Space Racer starts with a preparatory stage for each frequency sweep in the exercise. When the student masters the preparatory stage for a frequency, the exercise automatically begins. The preparatory stage will be revisited when a new frequency is encountered for the first time.

Rewarding Progress in Space Racer

The consecutive correct counter indicates the number of consecutive correct responses. When the student answers three consecutive trials correctly, a reward animation plays and the counter resets.

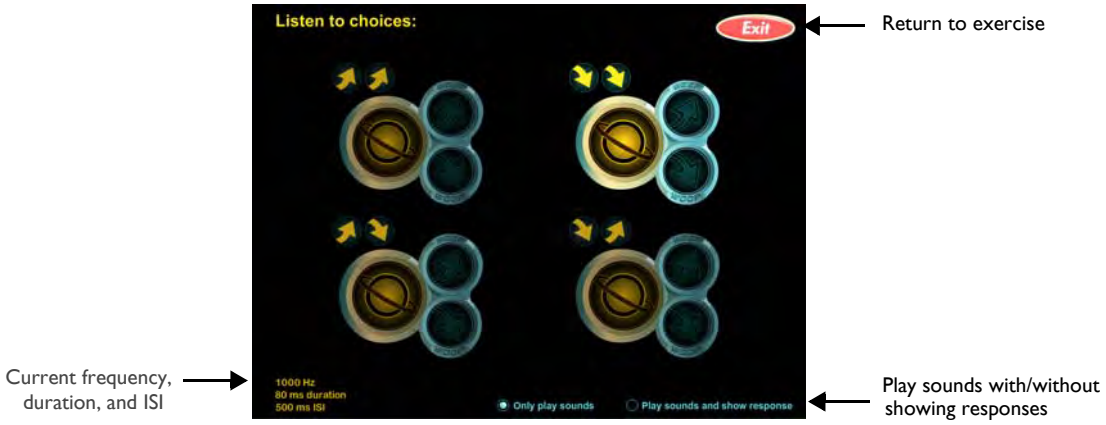
In each session, the space racer's speed increases and the racer's vehicle begins to wear down as the student answers trials correctly. The speedometer indicates the speed of the racer. Once the speedometer enters the pink zone, the student can start building a new vehicle. Each time the student answers three consecutive trials correctly three times, the vehicle design screen adds a new part to the racer's next vehicle. The vehicle design progress marker indicates the number of parts that have been added to the vehicle. When the new vehicle is completely built, the vehicle transforms.

The percent complete markers above the speedometer indicate the percentage of completed content in the exercise. Each marker represents 10% of the exercise. When all of the markers are filled in, the exercise is complete.

The high score represents the highest score ever achieved by the student in one session. If the high score is distracting, the student can hide it by clicking the corresponding display button.

Getting Help in Space Racer

If the student needs assistance identifying the sound sweeps, the student can click the Help (?) button below the yellow planet to see the different sequences of sound sweeps presented for the current frequency (Hz), duration (length of each sound sweep), and ISI (time between sound sweeps).



Space Racer Help

When help opens, the student can click a yellow planet to hear the corresponding sequence of sound sweeps. To see the response buttons highlight as the sound sweeps play, the student can click the corresponding radio button at the bottom of the screen.

Using help does not affect the student's standing in Space Racer.

Understanding the Science in Space Racer

Space Racer presents sound sweeps using different frequency ranges, different sequences of sounds, and different time durations. The frequencies and durations of the sound sweeps correspond to some of the rapid transitions in the sounds of the English language.

Space Racer presents sound sweeps in three frequency ranges:

Frequency Ranges
High (2000 Hz
Middle (1000 Hz)
Low (500 Hz)

As the student progresses in a frequency, Space Racer decreases the duration of the sound sweeps and the length of time between the sound sweeps, challenging the student to improve his or her rate of auditory processing. For example, an 80 ms duration represents a sound sweep that lasts for 80 milliseconds. The shortest duration in Space Racer, and consequently the highest level, is 25 ms.

Space Racer presents the following durations in each frequency range:

Durations
80 ms
60 ms
40 ms
35 ms
30 ms
25 ms

Mastering Space Racer

The student will continue to work on Space Racer until the skills in the exercise are mastered. If Space Racer is revisited, the student will continue to repeat the content at the shortest durations. For more information on revisiting exercises, see "Completing the Product" on page 78.

The following keyboard shortcuts are available in Space Racer:

Button	Keyboard shortcut
Planet (start button)	Left arrow or space bar
Up arrow button	Up arrow
Down arrow button	Down arrow

Galaxy Goal

Galaxy Goal helps improve the ability to identify and manipulate speech sounds in a quick and efficient manner (phonological fluency), the ability to remain focused on a given task while ignoring distractions and refraining from impulsive behavior (sustained attention), and the capacity for holding speech sounds in memory (phonological memory).

The object of Galaxy Goal is to identify when a new syllable interrupts a repeated syllable.

Galaxy Goal

Working on Galaxy Goal

To work on Galaxy Goal, the student clicks the yellow planet on the soccer ball to hear a syllable repeated in rapid succession. When the exercise interrupts the repeated syllable with a new syllable, which differs by a single phoneme, the student must click the soccer ball again. If the soccer ball is clicked too early or too late, the trial is counted as incorrect. When the student answers the trial correctly, the player kicks the soccer ball toward the goal. Points are awarded for each correct answer.

Rewarding Progress in Galaxy Goal

The consecutive correct counter indicates the number of consecutive correct responses. When the student answers three consecutive trials correctly, a reward animation plays and the counter resets. When the student answers three consecutive trials correctly three times, bonus points are awarded and a reward animation plays. As the student continues answering trials correctly in a session, more and more soccer balls can be seen orbiting the planet, which can help indicate a more successful session performance.

The percent complete markers below the student name indicate the percentage of completed content in the exercise. Each marker represents 10% of the exercise. When all of the markers light up, the exercise is complete.

The high score represents the highest score ever achieved by the student in one session. If the high score is distracting, the student can hide it by clicking the corresponding display button.

Understanding the Science in Galaxy Goal

Galaxy Goal first presents syllables that have been digitally generated using patented methods (including selective intensity increases and duration extensions) to provide enhanced learning opportunities. Initially, one of the syllables in each pair includes a silent gap in between the consonant sound and the vowel sound, which emphasizes the difference between the two syllables. For example, for the pair *ki/gi* the syllable *ki* is initially presented as *k-i*.

As the student progresses through the exercise, Galaxy Goal reduces the silent gap until both syllables in a pair are presented using natural speech parameters. Also, as the student progresses through the exercise, Galaxy Goal decreases the length of time between the repeated syllables.

Galaxy Goal presents the following phoneme contrast pairs of syllables:

Phoneme Contrast Pairs
gi-ki
chu-shu
si-sti
ge-ke
do-to
ba-da
de-be
bi-di

Mastering Galaxy Goal

The student will continue to work on Galaxy Goal until the skills in the exercise are mastered. If Galaxy Goal is revisited, the student will continue to repeat the content at the highest stages in each phoneme contrast pair. For more information on revisiting exercises, see "Completing the Product" on page 78.

The following keyboard shortcuts are available in Galaxy Goal:

Button	Keyboard shortcut
Planet (start trial)	Down arrow or space bar
Planet (response)	Up arrow

Spin Master

Spin Master helps improve the ability to make correct distinctions based on individual phonemes (phonological accuracy), the ability to identify and manipulate speech sounds in a quick and efficient manner (phonological fluency), and the capacity for holding speech sounds in memory (phonological memory).

The object of Spin Master is to identify a target syllable when presented in a sequence of two syllables.

Spin Master

Working on Spin Master

To work on Spin Master, the student clicks the yellow planet to hear a target syllable. The student must listen carefully as the DJ plays two syllables, one on each turntable. One turntable plays the target syllable, and the other plays a syllable that differs from the target syllable by a single phoneme. The student must click the turntable that played the target syllable. Points are awarded for each correct answer, and bonus points are awarded after 10 correct answers.

Rewarding Progress in Spin Master

The consecutive correct counter in the reel indicates the number of consecutive correct responses. When the student answers three consecutive trials correctly, a ring on the reel fills in, and the counter resets. When all three rings in the reel are filled in, the DJ launches the two discs from the turntables into the open slots on the dance floor. When three sets of discs have been launched, after the next three consecutive correct trials the disco party moves up to the next floor. As the student continues answering trials correctly in a session, the disco floor number increases, which can help indicate a more successful session performance.

The percent complete markers in the laser generator indicate the percentage of completed content in the exercise. Each marker represents 10% of the exercise. When all of the markers are light up, the exercise is complete.

The high score represents the highest score ever achieved by the student in one session. If the high score is distracting, the student can hide it by clicking the corresponding display button.

Understanding the Science in Spin Master

Spin Master first presents syllables in which the speech sounds have been digitally generated using patented methods (including selective intensity increases and duration extensions) to provide enhanced learning opportunities. Initially, the consonant sound in each syllable has been lengthened and enhanced relative to the vowel sound. For example, the syllable *ba* is initially presented with an acoustically modified version of the /b/ sound.

As the student progresses through the exercise, Spin Master decreases this processing, and eventually presents the syllables using natural speech parameters. Also, as the student progresses through the exercise, Spin Master decreases the length of time between syllable choices.

Spin Master presents the following phoneme contrast pairs of syllables:

Phoneme Contrast Pairs
aba-ada
ba-da
be-de
bi-di
va-fa

Mastering Spin Master

The student will continue to work on Spin Master until the skills in the exercise are mastered. If Spin Master is revisited, the student will continue to repeat the content at the highest stages in each phoneme contrast pair. For more information on revisiting exercises, see "Completing the Product" on page 78.

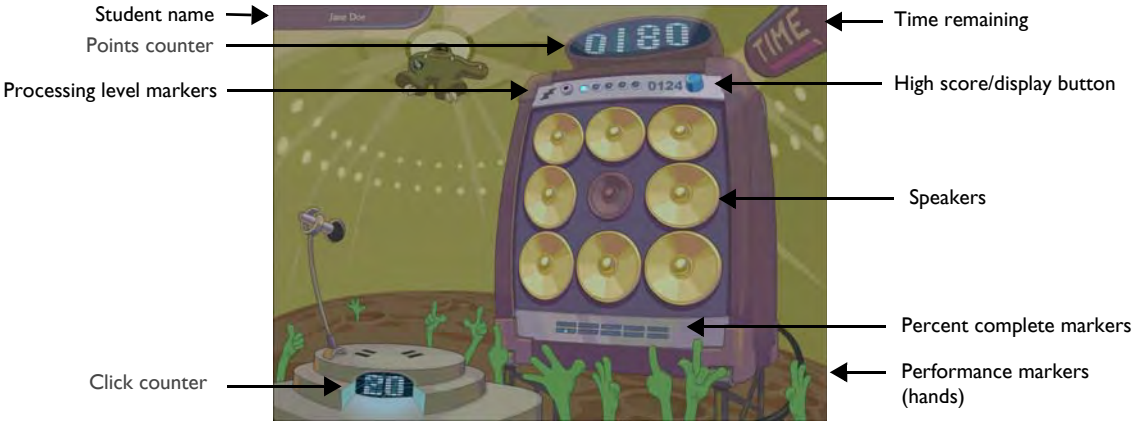
The following keyboard shortcuts are available in Spin Master:

Button	Keyboard shortcut
Planet (start button)	Down arrow or space bar
Left turntable	Left arrow
Right turntable	Right arrow

Lunar Tunes

Lunar Tunes helps improve the ability to accurately identify spoken words by relying on sound cues alone, without the aid of visual or context cues (auditory word recognition). It also helps develop the capacity for holding speech sounds in memory (phonological memory), the ability to identify and manipulate speech sounds in a quick and efficient manner (phonological fluency), and the ability to make correct distinctions based on individual phonemes (phonological accuracy).

Lunar Tunes displays an amplifier with speakers in groups of four, eight, and sixteen. Each speaker has a syllable or word associated with it. The object of Lunar Tunes is to match all the syllables and words into pairs using the fewest clicks.



Lunar Tunes

Working on Lunar Tunes

To work on Lunar Tunes, the student clicks a yellow speaker to hear the exercise pronounce a syllable or word. The student must click the other yellow speakers on the amplifier to find the speaker with the matching syllable or word. If the student clicks a speaker that matches one already clicked, the student must click the first speaker of the pair to confirm the match. The two speakers turn off. Points are awarded for each correct match.

Rewarding Progress in Lunar Tunes

The click counter beneath the stage displays the number of attempts (clicks) available to match all of the speakers on the screen. Each time the student clicks a speaker, this number is reduced by one. However, even when this number reaches zero, the student can still match syllables and words. For each correct match, the instrument case lowers a bit closer to the stage. When the student matches all of the speakers on the screen within the allowed number of clicks, the instrument case plugs into the stage, opens, and a musician jumps onto the stage and awards any remaining clicks as bonus points. As the student continues answering trials correctly in a session, more and more hands can be seen in the audience, which can help indicate a more successful session performance.

The percent complete markers below the speakers indicate the percentage of completed content in the exercise. Each marker represents 10% of the exercise. When all of the markers light up, the exercise is complete.

The high score represents the highest score ever achieved by the student in one session. If the high score is distracting, the student can hide it by clicking the corresponding display button.

Understanding the Science in Lunar Tunes

Lunar Tunes first presents syllables and words in which the speech sounds have been digitally altered using patented methods (including selective intensity increases and duration extensions) to provide enhanced learning opportunities. Initially, the consonant sounds in each word have been lengthened and enhanced relative to the vowel sound. For example, the word *bit* is initially presented with acoustically modified versions of the /b/ and /t/ sounds.

As the student progresses through the exercise, Lunar Tunes decreases this processing, and eventually presents the syllables and words using natural speech.

The five processing level markers at the top of the amplifier represent the different speech processing levels in Lunar Tunes. While the student works in a level, the corresponding marker lights up. When the student completes a level, bonus points are awarded and the next marker lights up. When all five markers light up, the student is working in the highest level.

Mastering Lunar Tunes

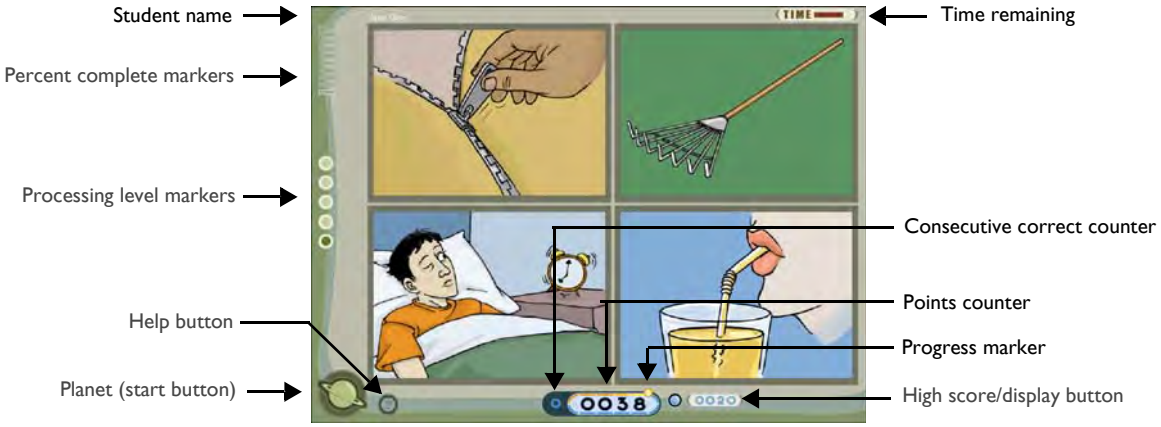
The student will continue to work on Lunar Tunes until the skills in the exercise are mastered. If Lunar Tunes is revisited, the student will continue to repeat the content at the highest level. For more information on revisiting exercises, see "Completing the Product" on page 78.

Star Pics

Star Pics helps build knowledge of the phonological structure and meaning of words (vocabulary), and helps develop the ability to accurately identify spoken words by relying on sound cues alone, without the aid of visual or context cues (auditory word recognition).

Star Pics also improves the ability to make correct distinctions based on individual phonemes (phonological accuracy), and the ability to identify and manipulate speech sounds in a quick and efficient manner (phonological fluency).

The object of Star Pics is to identify the picture that represents a pronounced target word.



Star Pics

Working on Star Pics

To work on Star Pics, the student clicks the yellow planet to hear a word pronounced. Four pictures appear on the screen. The student must then click the picture that represents the pronounced word. Points are awarded for each correct answer.

Star Pics presents words that differ by initial sound or final sound. For example, the words *rake* and *wake* differ by initial sound. At the highest level, Star Pics presents more advanced vocabulary from the other exercises in the product, such as Stellar Stories; and academic vocabulary, such as math and science terminology.

Rewarding Progress in Star Pics

The consecutive correct counter indicates the number of consecutive correct responses. When the student answers three consecutive trials correctly, the progress marker above the score advances and the counter resets. Bonus points are awarded when the progress marker completes one rotation around the score.

The percent complete markers in the upper left corner indicate the percentage of completed content in the exercise. Each marker represents 10% of the exercise. When all of the markers light up, the exercise is complete.

The high score represents the highest score ever achieved by the student in one session. If the high score is distracting, the student can hide it by clicking the corresponding display button.

Getting Help in Star Pics

If the student needs assistance with the vocabulary, the student can click the Help (?) button next to the yellow planet to activate help. A question mark inside the planet indicates that help is on. When help is on, Star Pics pronounces the word for each picture and briefly displays the picture on the screen before each trial is presented. This allows the student to review the vocabulary before the actual trial starts.

Help remains on until the student turns it off by clicking the Help button again, or until the student completes all of the trials in the current content group.

When help mode is active, the student will receive less points for a correct answer. In addition, bonus points will not be earned, and the trial will not count for advancement in the exercise.

Understanding the Science in Star Pics

Star Pics first presents words in which the speech sounds have been digitally altered using patented methods (including selective intensity increases and duration extensions) to provide enhanced learning opportunities. Initially, the consonant sounds in each word have been lengthened and enhanced relative to the vowel sound. For example, the word *lake* is initially presented with acoustically modified versions of the /l/ and /k/ sounds.

As the student progresses through the exercise, Star Pics decreases this processing, and eventually presents the words using natural speech.

The five processing level markers on the left of the screen represent the different speech processing levels in Star Pics. While the student works in a level, the corresponding marker lights up. When the student completes a level, bonus points are awarded and the next marker lights up. When all five markers light up, the student is working in the highest level.

Mastering Star Pics

The student will continue to work on Star Pics until the skills in the exercise are mastered.
If Star Pics is revisited, the student will continue to repeat the content at the highest level. For more information on revisiting exercises, see "Completing the Product" on page 78.

The following keyboard shortcuts are available in Star Pics:

Button	Keyboard shortcut
Planet (start button)	Down arrow
Pictures, top left to bottom right	Number keys 1 through 4

Stellar Stories

Stellar Stories helps improve the ability to understand successive sentences and derive meaning from a story (listening comprehension). It helps improve the ability to listen to spoken directions of increasing length and complexity, comprehend them, and keep them in memory long enough to plan and carry out the required action (following directions).

Stellar Stories also helps build an understanding of the elements of the English language, including proper word order, syntax, prefixes and suffixes, plurals, and subject-verb agreement (English language conventions), and helps build knowledge of the phonological structure and meaning of words (vocabulary).

The object of Stellar Stories is to listen to a story and then answer questions and follow instructions.

Stellar Stories – Narration

Working on Stellar Stories

Stellar Stories consists of three stories in five levels: *It Happened One Night*, *The Tank of Doctor Wong*, and *Something About Sally*, with the last two stories repeated in levels 4 and 5, respectively. Each story presents four chapters, and each chapter includes three activities:

- **Narration and listening comprehension** – Presents a chapter of the story, then presents questions that test the comprehension of the story
- **Language comprehension** – Presents questions that test the comprehension of sentences
- **Following directions** – Presents activities that test the ability to comprehend and follow directions

When the student completes all three activities in a chapter, Stellar Stories presents the next chapter in the current story. This continues until all four chapters in the current story are completed.

The activities in each chapter are detailed as follows.

Working on Narration and Listening Comprehension in Stellar Stories

Stellar Stories begins each chapter with the narration and listening comprehension activity.

Stellar Stories – Narration

To work on the narration and listening comprehension activity, the student clicks the yellow planet to start the narration. The exercise aurally presents a chapter of the story along with illustrations. The current chapter is indicated at the bottom of the screen. The chapter length icons next to the current chapter indicate the number of pages in that chapter. As the exercise presents each page, the corresponding icon highlights, indicating the location in the chapter.

Stellar Stories – Listening Comprehension

When the narration ends, the student clicks the yellow planet to hear a question related to the story. The student must click the picture that illustrates the correct answer. Points are awarded for each correct answer.

The narration and listening comprehension activity challenges the student to answer questions that are specifically designed to build comprehension and memory for details, main ideas, and relationships within the story.

Working on Language Comprehension in Stellar Stories

The second task in the chapter is the language comprehension activity.

Stellar Stories – Language Comprehension

To work on the language comprehension activity, the student clicks the yellow planet to hear a sentence. The exercise presents two to four pictures that are possible representations of the sentence. Then the student must click the picture that is the most accurate representation of the sentence. Points are awarded for each correct answer.

The language comprehension activity helps develop the understanding of language structures by challenging the student to understand spoken sentences and then identify visual representations of each sentence. These questions and sentences include grammatical structures with a range of difficulty. For example:

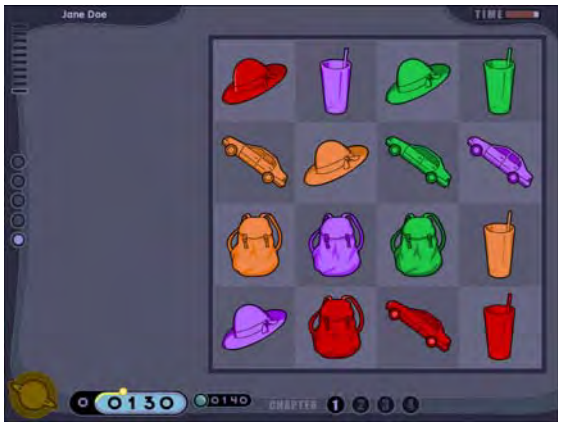
- "Sally sees the envelopes on the table." (easier)
- "The girl that is hugging the baby brother is laughing." (harder)

The following keyboard shortcuts are available for the listening/language comprehension activities:

Button	Keyboard shortcut
Planet (start button)	Down arrow or space bar
Responses, top left to bottom right	Number keys 1 through 4

Working on Following Directions in Stellar Stories

The final task in the chapter is the following directions activity.



Stellar Stories – Following Directions

In the following directions activity, the student clicks the yellow planet to hear an instruction. The student must use the mouse to follow that instruction. To move an object, the student must click and hold the mouse, drag the object to the new location, then release the mouse button. Points are awarded for each correct answer. If an incorrect object is clicked, or an object is moved to an incorrect location, the trial ends and the correct response is demonstrated.

The following directions activity presents increasingly complex directions as the student progresses in the exercise. The student must understand these directions in order to follow and execute them. These instructions include a range of difficulty. For example:

- "Touch the purple pillow and the green bed." (easier)
- "Put the small yellow balloon between the purple pillow and the green bed." (harder)

When the student completes all three activities in a chapter, the next chapter begins. This continues until all four chapters in the story are mastered; then, the next level opens and a new story begins.

Rewarding Progress in Stellar Stories

Throughout Stellar Stories, the consecutive correct counter indicates the number of consecutive correct responses. When the student answers three consecutive trials correctly, the progress marker above the score advances and the counter resets. Bonus points are awarded when the progress marker completes one rotation around the score.

The percent complete markers on the upper left side of the screen indicate the percentage of completed content in the exercise. Each marker represents 10% of the exercise. When all of the markers light up, the exercise is complete.

The high score represents the highest score ever achieved by the student in one session. If the high score is distracting, the student can hide it by clicking the corresponding display button.

Understanding the Science in Stellar Stories

Stellar Stories presents the first story with the speech sounds digitally altered using patented methods (including selective intensity increases and duration extensions) to provide enhanced learning opportunities. The consonant sounds in each word have been lengthened and enhanced relative to the vowel sound. For example, the word *red* is initially presented with acoustically modified versions of the /r/ and /d/ sounds.

As the student progresses through the exercise, Stellar Stories decreases this processing, and eventually presents the last story using natural speech.

Story	Processing Level
It Happened One Night	Level 1 (most processed)
The Tank of Dr. Wong	Level 2 (less processed)
Something About Sally	Level 3 (less processed)
The Tank of Dr. Wong	Level 4 (less processed)
Something About Sally	Level 5 (natural speech)

The five processing level markers on the left side of the screen represent the different speech processing levels in Stellar Stories. While the student works in a level, the corresponding marker lights up. When the student completes a level, the next marker lights up. When all five markers light up, the student is working in the highest level.

Mastering Stellar Stories

The student will continue to work on Stellar Stories until the skills in the exercise are mastered. If Stellar Stories is revisited, the student will continue to repeat the last story at the highest level. For more information on revisiting exercises, see "Completing the Product" on page 78.

Administering the Exercises

Use the following information to help administer the Fast ForWord Literacy product session. For details on how to start the exercises, please refer to the user manual for your SciLearn platform software.

Checking the Exercise Status

While the student is working on an exercise, use the Exercise Status screen to view the time remaining or to quit the current exercise early.

Exercise Status

To access the Exercise Status screen while a student is working on an exercise, press and hold the Control key, then press the equal sign key (=).

The exercise clock does not pause while the Exercise Status screen is displayed. If the student needs to take a break, allow the student to take the break after the exercise ends.

When the Exercise Status screen is open:

- To return to the exercise, click Return.
- To quit the exercise, click Exit.

Completing an Exercise

When the student completes an exercise for the day, the exercise exits and returns the student to the Select an Exercise screen. To continue working, the student must click another exercise. To take a short break, the student should remain at the Select an Exercise screen. When the student is ready to work again, the student can select the next available exercise.

Exercises that have been completed for the day appear grayed out on the Select an Exercise screen.

Exercises also appear grayed out on the Select an Exercise screen when the exercise is not scheduled for the day, or when the exercise is closed because the content in the exercise has been mastered. For more information on mastering the exercises, see "Completing the Product" on page 78.

Exiting an Exercise Early

If the student exits an exercise early, that exercise will remain available on the Select an Exercise screen for the rest of the session. The student will be able to access the exercise until the daily time requirement is met; then, that exercise will no longer be available and will appear grayed out on the Select an Exercise screen.

The student should continue working on all available exercises until the exercises are completed and the protocol for the day is met.

Completing the Session

When the student completes all of the exercises scheduled for that day, participation bonus points are awarded and the Success Viewer appears.

A student can return to the exercises and continue working after the session is completed. This will not affect the next day's protocol.

Exiting the Session Early

If the student exits the session early, the Success Viewer appears. However, the student should start another session that day and continue working until all of the exercises are completed and the protocol for the day is met.

The Success Viewer

At the end of each session, the product calculates the results for that student and displays those results in the Success Viewer. This provides the student with an immediate review of his or her performance, as a reward and a motivation to continue working on the exercises.

The Success Viewer Screens

When the Success Viewer appears, it displays the Points screen. The Points screen shows the points earned on the last participation day (the current day if the student has just finished working), and the total points earned for each exercise. The Points screen also displays the last day's total points and the grand total points for all exercises.

The number of points earned in an exercise does not always reflect the student's performance in that exercise; points are used only as a reward for correct answers, and to encourage the student to continue working on the products.

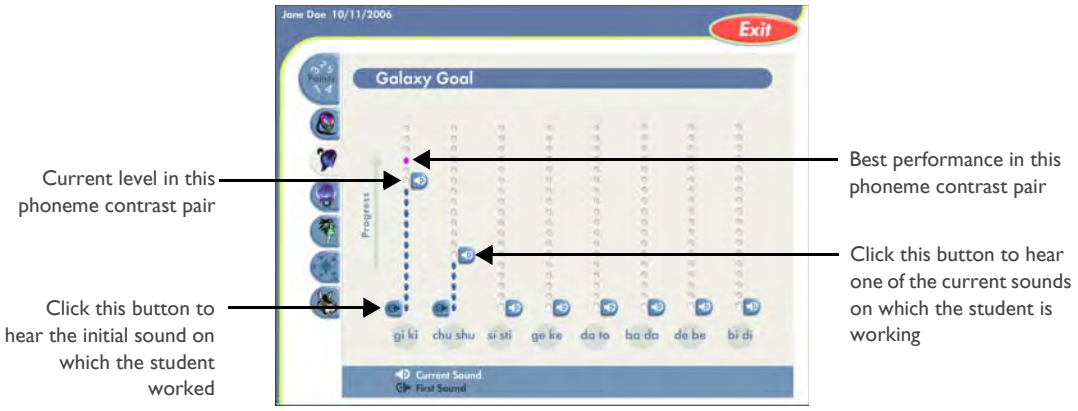
The Points screen displays a clock next to an exercise when the student works on the exercise for the required number of minutes that day. When the protocol for the day is met, a clock appears next to all of the exercises, and the screen displays the participation bonus points.

Click a tab to view performance in an exercise or return to the Points screen
Jane Doe 10/11/2006
Exit
Points
Last Day
Total
Space Racer 116 231
Galaxy Goal 44 186
Spin Master 39 193
Lunar Tunes 180 304
Star Pics 40 60
Stellar Stories 30 270
Participation Bonus 100 200
Last Day's Total 549 Grand Total 1444

Success Viewer – Points

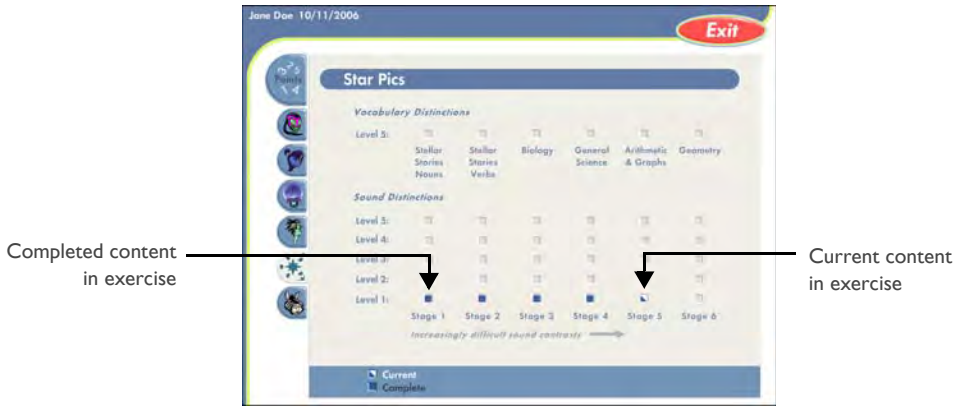
To view details about the student's performance in each individual exercise, or to return to the Points screen, click the corresponding tab on the left. To exit the Success Viewer, click Exit.

The screens for Space Racer, Galaxy Goal, and Spin Master display a vertical graph for each phoneme contrast pair or sound sweep duration.



Success Viewer – Galaxy Goal

The screens for Lunar Tunes and Star Pics display boxes for the content in the exercises.



Success Viewer – Star Pics

The screen for Stellar Stories displays horizontal bar graphs for each story.

Success Viewer – Stellar Stories

The Default Protocol

By default, the Fast ForWord Literacy product presents two to three exercises, for a total of 30 minutes each day. Each day's participation time can be divided into multiple sessions.

Using this protocol, Scientific Learning recommends that the student work on the Fast ForWord Literacy product five days a week, for an estimated 12 to 16 weeks.

A consistent daily routine that allows for intense repetition will maximize the benefits of the exercises. The student may take breaks between exercises, but not while an exercise is open.

Alternate protocols are available to meet different student requirements. Please refer to the user manual for your SciLearn platform software for more information. For details on all available protocols, visit *Customer Connect* online at www.scientificlearning.com/support.

Completing the Product

As the student masters an exercise in the Fast ForWord Literacy product, that exercise is closed. However, as more exercises are closed by the student, a closed exercise may reopen at the highest levels so that the student can continue working on the most important skills in the product. As the student continues to master exercises, the protocol adjusts the time spent in each exercise so that the student always works on the open exercises for the total number of minutes in the protocol.

When the student masters the last of the remaining exercises, all of the exercises are closed, and the product is complete.

Chapter 4

Fast ForWord Literacy Advanced

This chapter describes each of the Fast ForWord Literacy Advanced exercises and then outlines the administration process. For information on how to install, set up, or run the software, refer to the user manual for your SciLearn platform software.

The Exercises

The Fast ForWord Literacy Advanced product consists of five exercises: one sound exercise and four word exercises. The exercises work together to help develop the understanding of basic speech sounds as well as the fundamental cognitive skills essential for learning and reading.

The sound exercise presents tonal sweeps using different frequencies, different sequences of multiple sounds, and different time durations. The following sound exercise is described in this chapter:

- Sky Rider

The word exercises present words, either in isolation or within sentences, with various levels of linguistic complexity. In some instances, the speech sounds have been digitally altered using patented methods (including selective intensity increases) to provide enhanced learning opportunities. The student also works on graphemes, the letters that represent phonemes, and on visual tracking to strengthen left-to-right reading patterns. The following four word exercises are described in this chapter:

- Laser Match
- Meteor Ball
- Lunar Leap
- Galaxy Theater

Each of the exercises in the Fast ForWord Literacy Advanced product begins with an introduction that explains how to work on that exercise. As an alternative, you can choose to present the introductions in Spanish. To enable the Spanish introductions, refer to the user manual for your SciLearn platform software.

In addition, the Fast ForWord Literacy Advanced exercises include animations that play each time an exercise is opened. These fun and engaging screens are designed to help encourage and motivate students as they prepare to work on an exercise.

Sky Rider

Sky Rider helps improve the ability to distinguish differences between sounds, the ability to accurately identify three or more sounds in a series (advanced listening accuracy), and the ability to recognize and remember the order in which a series of sounds is presented (auditory sequencing).

The object of Sky Rider is to ride the sky board as skillfully as possible by correctly indentifying sequences of sound sweeps.

Sky Rider

Working on Sky Rider

To work on Sky Rider, the student clicks the yellow planet to hear a sequence of sound sweeps. A sound sweep is classified as *up* (a lower to higher frequency) or as *down* (a higher to lower frequency). The student must then click the up arrow or down arrow to identify the sequence of sound sweeps heard. For example, if the exercise presents an up sweep and then a down sweep, the student must click the up arrow once, and then click the down arrow once. If the exercise presents two down sweeps, the student must click the down arrow twice. Points are awarded when the sequence is correctly reproduced.

Sky Rider starts with a preparatory stage for each frequency sweep in the exercise. When the student masters the preparatory stage for a frequency, the exercise automatically begins. The preparatory stage will be revisited when a new frequency is encountered for the first time.

At first, Sky Rider presents sequences of two sound sweeps. As the student progresses in the exercise, Sky Rider presents sequences of three, four and five sound sweeps. The markers above the yellow planet indicate the number of sound sweeps in the current sound sequence (two to five). Bonus points are awarded more frequently as the number of sound sweeps increase in the exercise.

Rewarding Progress in Sky Rider

To help engage the student, the sky rider's skills increase as the student answers trials correctly in a session. The speedometer and background colors indicate the skill level of the rider. Bonus points are awarded more frequently as the skill level of the rider increases within each session.

The percent complete markers above the speedometer indicate the percentage of completed content in the exercise. Each marker represents 10% of the exercise. When all of the markers light up, the exercise is complete.

The high score represents the highest score ever achieved by the student in one session. If the high score is distracting, the student can hide it by clicking the corresponding display button.

Getting Help in Sky Rider

If the student needs assistance identifying the sound sweeps, the student can click the Help (?) button below the yellow planet to see the different sequences of sound sweeps presented for the current frequency (Hz), duration (length of each sound sweep), and ISI (time between sound sweeps).

Sky Rider Help

When the help screen opens, the student can click the yellow planet to hear the current sequence of sound sweeps. To change the pattern of sound sweeps to another pattern, for example, to change *two up sweeps* to *one up sweep and one down sweep*, the student can click the Change Pattern button.

To see the response buttons highlight as the sound sweeps play, the student can click the corresponding radio button at the bottom of the screen.

Using help does not affect the student's standing in Sky Rider.

Understanding the Science in Sky Rider

Sky Rider presents sound sweeps using different frequency ranges, different sequences of sounds, and different time durations. The frequencies and durations of the sound sweeps correspond to some of the rapid transitions in the sounds of the English language.

Sky Rider presents sound sweeps in the following frequency ranges:

Frequency Ranges
High (2000 Hz
Middle (1000 Hz)
Low (500 Hz)

As the student progresses in *e* frequency, Sky Rider decreases the duration of the sound sweeps and the length of time between the sound sweeps, challenging the student to improve his or her rate of auditory processing. For example, an 80 ms duration represents a sound sweep that lasts for 80 milliseconds.

Sky Rider presents the following durations in each frequency range:

Durations
80 ms
30 ms

The lowest level in Sky Rider presents two sound sweeps at an 80 ms duration separated by a 500 ms ISI. The highest level presents five sound sweeps at a 30 ms duration separated by a 20 ms ISI. By increasing the number of sound sweeps presented, from two to three, three to four, and four to five, Sky Rider helps improve advanced listening accuracy and auditory sequencing skills.

Mastering Sky Rider

The student will continue to work on Sky Rider until the skills in the exercise are mastered. If Sky Rider is revisited, the student will continue to repeat the content at the shortest durations. For more information on revisiting exercises, see "Completing the Product" on page 101.

The following keyboard shortcuts are available in Sky Rider:

Button	Keyboard shortcut
Planet (start button)	Left arrow or space bar
Up arrow button	Up arrow
Down arrow button	Down arrow

Laser Match

Laser Match helps improve the ability to recognize words, the ability to identify multi-syllabic words, the ability to recognize the relationship between letters and sounds, and the ability to understand letter patterns (word analysis). It also helps improve the ability to make correct distinctions based on individual phonemes (phonological accuracy).

Laser Match displays monitors in groups of four, eight, and sixteen. Each monitor has a word associated with it. The object of Laser Match is to match all the words into pairs using the fewest clicks.

Laser Match

Working on Laser Match

To work on Laser Match, the student clicks a monitor on the screen. The exercise pronounces a word and displays that word on the monitor. The student must click the other monitors on the screen to find the monitor with the matching word. If the student clicks a new monitor that matches one already clicked, the word is pronounced but not displayed. The student must then go back and click the first monitor of the pair to confirm the match. The two monitors turn off. Points are awarded for each correct match.

Laser Match presents words that differ by initial consonant, final consonant, onset, or vowel. For example, the words *bit* and *pit* differ by initial consonant. At the highest level, Laser Match also presents "Alien" words—nonsense words that use basic English spelling patterns—to encourage accurate decoding for unfamiliar words.

Rewarding Progress in Laser Match

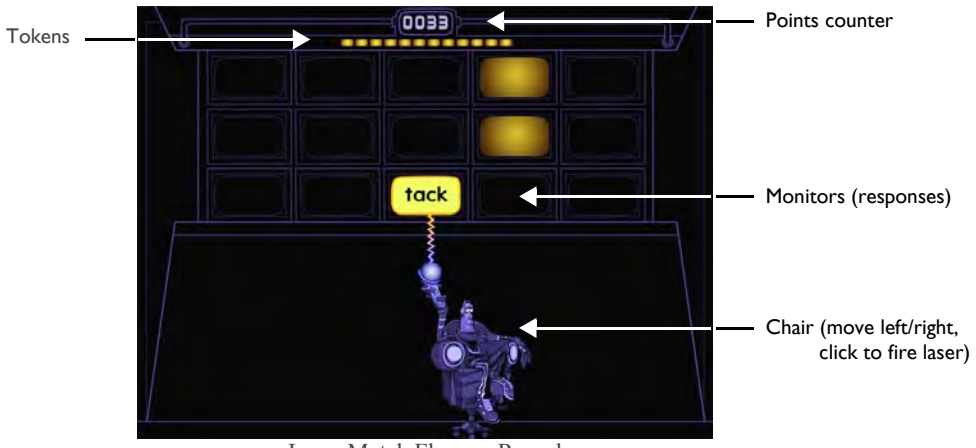
The laser control in the alien's hand displays the number of attempts (clicks) available to match all of the words on the screen. Each time a monitor is clicked, this number is reduced by one. However, even when this number reaches zero, the student can still match words. When all of the words on the screen have been matched within the allowed number of clicks, a remaining clicks are awarded as bonus points.

The percent complete markers below the student name indicate the percentage of completed content in the exercise. Each marker represents 10% of the exercise. When all of the markers light up, the exercise is complete.

The high score represents the highest score ever achieved by the student in one session. If the high score is distracting, the student can hide it by clicking the corresponding display button.

Working on the Fluency Round in Laser Match

As the student progresses in the exercise, Laser Match presents the fluency round. In the fluency round, the student moves the alien across the screen to zap target words.



Laser Match Fluency Round

To work on the fluency round, the student clicks the yellow planet on the back of the alien's chair (not shown) to hear a target word pronounced. Words appear on the monitors in the top row, one at a time, from left to right. When the target word appears on a monitor, the student must move the alien by moving the mouse until the alien is directly below that monitor, and then click the mouse button to zap the word with the laser control. Points are awarded for each correct answer. The student should respond as quickly as possible, without making mistakes, to earn the most points.

When the student zaps all the target words on the screen correctly, the student earns tokens. However, if a monitor with an incorrect word is zapped, or a monitor with a target word is missed, all tokens are lost and the fluency round starts over. At the end of the fluency round, any remaining tokens are awarded as bonus points.

Laser Match tracks student responses during the fluency round, but does not use this information to advance the student's standing in the exercise. Instead, the fluency round is an opportunity for the student to review the material at a faster pace and earn extra points.

When the fluency round ends, the student returns to the main exercise.

The following keyboard shortcuts are available in the Laser Match fluency round:

Button or function	Keyboard shortcut
Planet (start button)	Down arrow or space bar
Move alien left and right	Left and right arrows
Fire laser control	Up arrow

Understanding the Science in Laser Match

Laser Match first presents words in which the speech sounds have been digitally altered using patented methods (including selective intensity increases) to provide enhanced learning opportunities. Initially, the consonant sounds in each word have been enhanced relative to the vowel sound. For example, the word *bit* is initially presented with acoustically modified versions of the /b/ and /t/ sounds.

As the student progresses through the exercise, Laser Match decreases this processing, and eventually presents the words using natural speech.

The three processing level markers (shapes) in the bookshelf represent the different speech processing levels in Laser Match. While the student works in a level, the corresponding marker lights up. When the student completes a level, bonus points are awarded and the next marker lights up. When all three markers light up, the student is working in the highest level.

Mastering Laser Match

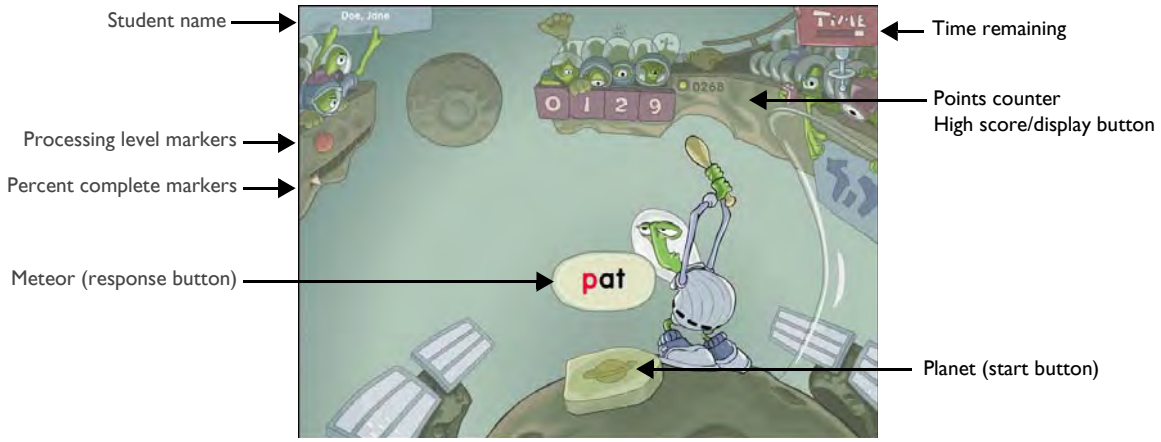
The student will continue to work on Laser Match until the skills in the exercise are mastered. If Laser Match is revisited, the student will continue to repeat the content at the highest levels with the largest size grids. For more information on revisiting exercises, see "Completing the Product" on page 101.

Meteor Ball

Meteor Ball helps improve the ability to recognize words, the ability to identify multi-syllabic words, the ability to recognize the relationship between letters and sounds, and the ability to understand letter patterns (word analysis).

Additionally, Meteor Ball helps improve the ability to identify and manipulate speech sounds in a quick and efficient manner (phonological fluency), and the ability to remain focused on a given task while ignoring distractions and refraining from impulsive behavior (sustained attention). The student also works on visual tracking to strengthen left-to-right reading behavior.

The object of Meteor Ball is to identify a pronounced target word when presented in a series of pronounced and written words.



Meteor Ball

Working on Meteor Ball

To work on Meteor Ball, the student clicks the yellow planet to hear a target word pronounced. A series of words are pronounced and displayed on meteor balls that move across the screen, from left to right. The student must click the meteor ball that presents the target word. Points are awarded for each correct answer.

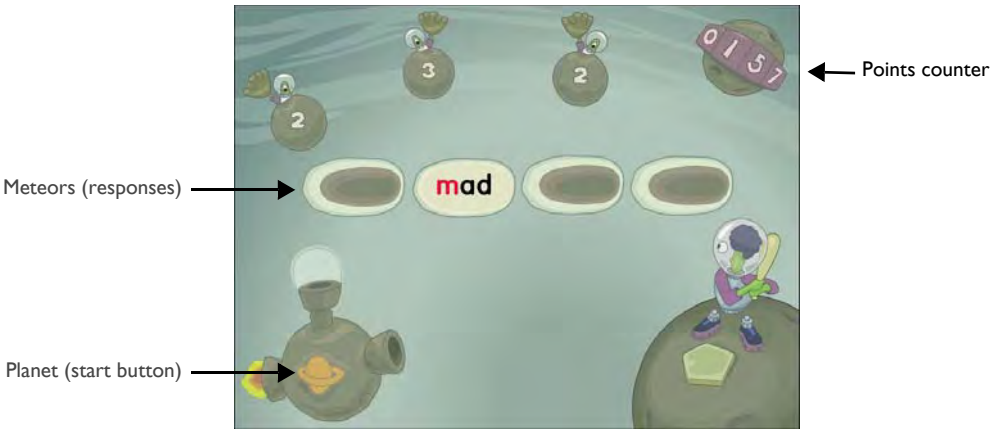
Rewarding Progress in Meteor Ball

The percent complete markers on the upper left bandstand indicate the percentage of completed content in the exercise. Each marker represents 10% of the exercise. When all of the markers appear, the exercise is complete.

The high score represents the highest score ever achieved by the student in one session. If the high score is distracting, the student can hide it by clicking the corresponding display button.

Working on the Fluency Round in Meteor Ball

As the student progresses through the exercise, Meteor Ball presents the fluency round. In the fluency round, the student has three chances to hit meteor balls into space by correctly identifying target words.



Meteor Ball Fluency Round

To work on the fluency round, the student clicks the yellow planet to hear a target word pronounced. A series of words are pronounced and displayed on meteors, one at a time, from left to right. The student must identify and click the meteor that presents the target word.

For each target word identified, the fluency round awards points, and the student receives one chance to hit a meteor ball into the sky and earn bonus points. If the last trial in the fluency round is answered correctly, the student is allowed to hit the meteor balls; if not, the round ends. The student should respond as accurately as possible to earn the most points.

When the fluency round ends, the student returns to the main exercise.

Meteor Ball tracks student responses during the fluency round, but does not use this information to advance the student's standing in the exercise. Instead, the fluency round is an opportunity for the student to review the material and earn extra points.

Understanding the Science in Meteor Ball

Meteor Ball first presents words in which the speech sounds have been digitally altered using patented methods (including selective intensity increases) to provide enhanced learning opportunities. Initially, the consonant sounds in each word have been enhanced relative to the vowel sound. For example, the word *bid* is initially presented with acoustically modified versions of the /b/ and /d/ sounds.

As the student progresses through the exercise, Meteor Ball decreases this processing, and eventually presents the words using natural speech.

The three processing level markers (planetoids) at the top of the screen represent the different speech processing levels in Meteor Ball. While the student works in a level, the corresponding marker appears. When the student completes a level, the next marker lights up. When all three markers appear, the student is working in the highest level.

Mastering Meteor Ball

The student will continue to work on Meteor Ball until the skills in the exercise are mastered. If Meteor Ball is revisited, the student will continue to repeat the content at the highest level. For more information on revisiting exercises, see "Completing the Product" on page 101.

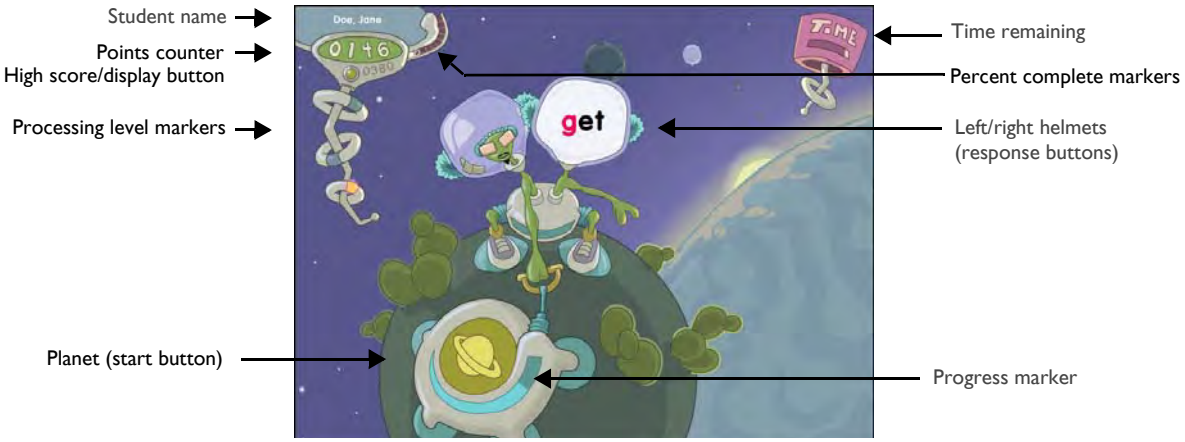
The following keyboard shortcuts are available in Meteor Ball:

Button	Keyboard shortcut
Planet (start button)	Down arrow or space bar
Target word	Up arrow

Lunar Leap

Lunar Leap helps improve the ability to recognize words, the ability to identify multi-syllabic words, the ability to recognize the relationship between letters and sounds, and the ability to understand letter patterns (word analysis). Lunar Leap also helps improve the ability to make correct distinctions based on individual phonemes (phonological accuracy), and the capacity for holding speech sounds in memory (phonological memory).

The object of Lunar Leap is to identify a pronounced target word when presented in a sequence of two pronounced and written words.



Lunar Leap

Working on Lunar Leap

To work on Lunar Leap, the student clicks the yellow planet to hear a target word. A bungee-jumping alien pronounces two words. As each word is pronounced, it is briefly displayed on one of the alien's two helmets. One presents the target word, while the other presents a phonologically contrasting word. The student must click the helmet that presents the target word. Points are awarded for each correct answer.

Rewarding Progress in Lunar Leap

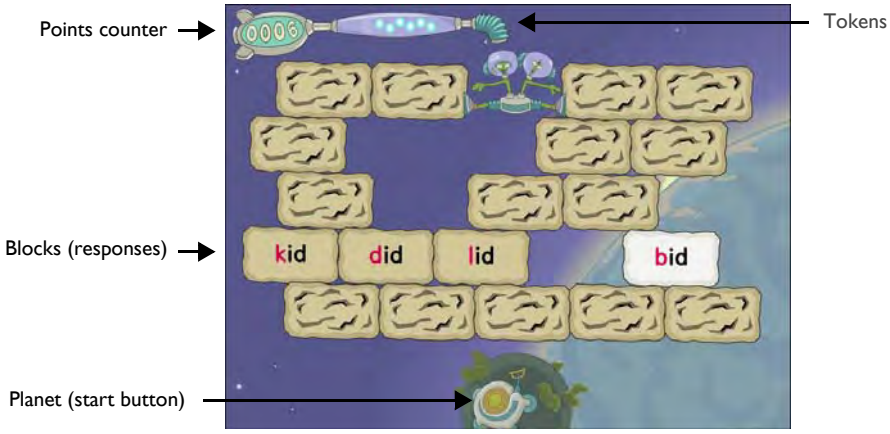
To help motivate the student, the progress marker on the bungee machine indicates the trials that have been answered correctly in a session. When the student answers ten correct trials, the bungee machine launches the alien toward the next moon, and the progress marker resets.

The percent complete markers on the points counter indicate the percentage of completed content in the exercise. Each marker represents 10% of the exercise. When all of the markers light up, the exercise is complete.

The high score represents the highest score ever achieved by the student in one session. If the high score is distracting, the student can hide it by clicking the corresponding display button.

Working on the Fluency Round in Lunar Leap

As the student progresses through the exercise, Lunar Leap presents the fluency round. In the fluency round, the student identifies target words displayed on space blocks.



Lunar Leap Fluency Round

To work on the fluency round, the student clicks the yellow planet to hear a target word pronounced. The top row of blocks highlights and each block displays a word. The student must click all of the blocks that display the target word. When a block with a target word is clicked, it disappears. For each correct answer, one point is awarded and one token is earned. Tokens appear in the counter at the top of the screen. The student should respond as quickly as possible, without making mistakes, to earn the most points.

When the entire row is cleared of target words, the remaining words on the blocks disappear. The next row of blocks highlights and each block in that row displays a word. The student must continue clicking blocks with the same target word.

The fluency round screen displays five rows of blocks. If the last row of blocks is successfully cleared before the fluency round ends, the second row highlights again and the fluency round continues as before. However, if a block with an incorrect word is clicked, or a block with a target word is missed, all tokens are lost and the fluency round starts over. At the end of the round, any remaining tokens are awarded as bonus points.

Lunar Leap tracks student responses during the fluency round, but does not use this information to advance the student's standing in the exercise. Instead, the fluency round is an opportunity for the student to review the material at a faster pace and earn extra points.

When the fluency round ends, the student returns to the main exercise.

The following keyboard shortcuts are available in the Lunar Leap fluency round:

Button	Keyboard shortcut
Planet (start button)	Down arrow or space bar
Blocks, left to right	Number keys 1 through 5

Understanding the Science in Lunar Leap

Lunar Leap first presents words in which the speech sounds have been digitally altered using patented methods (including selective intensity increases) to provide enhanced learning opportunities. Initially, the consonant sounds in each word have been enhanced relative to the vowel sound. For example, the word *bid* is initially presented with acoustically modified versions of the /b/ and /d/ sounds.

As the student progresses through the exercise, Lunar Leap decreases this processing, and eventually presents the words using natural speech.

The three processing level markers (rings) at the top of the screen represent the different speech processing levels in Lunar Leap. While the student works in a level, the corresponding marker lights up. When the student completes a level, the next marker lights up. When all three markers light up, the student is working in the highest level.

Mastering Lunar Leap

The student will continue to work on Lunar Leap until the skills in the exercise are mastered. If Lunar Leap is revisited, the student will continue to repeat the content at the highest level. For more information on revisiting exercises, see "Completing the Product" on page 101.

The following keyboard shortcuts are available in Lunar Leap:

Button	Keyboard shortcut
Planet (start button)	Down arrow or space bar
Left helmet	Left arrow
Right helmet	Right arrow

Galaxy Theater

Galaxy Theater helps improve the ability to understand successive sentences and derive meaning from a story (listening comprehension). It helps improve the ability to listen to spoken directions of increasing length and complexity, to comprehend the directions, and to hold them in memory long enough to plan and carry out the required action (following directions).

Galaxy Theater also helps build an understanding of the elements of the English language, including proper word order, syntax, prefixes and suffixes, plurals, and subject-verb agreement (English language conventions), and helps build knowledge of the phonological structure and meaning of words (vocabulary).

The object of Galaxy Theater is to listen to a story, and then answer questions and follow instructions.

Galaxy Theater – Narration

Working on Galaxy Theater

Galaxy Theater consists of three stories: *Devon and the Sarcastic Remarks, The New Dreamer,* and *Justin and His Friend Buddy*. Each story presents four chapters, and each chapter includes three activities:

- **Narration and listening comprehension** – Presents a chapter of the story, then presents questions that test the comprehension of the story
- **Language comprehension** – Presents questions that test the comprehension of sentences
- **Following directions** – Presents activities that test the ability to comprehend and follow directions

When the student completes all three activities in a chapter, Galaxy Theater presents the next chapter in the current story. This continues until all four chapters in the current story are completed.

The activities in each chapter are detailed as follows.

Working on Narration and Listening Comprehension in Galaxy Theater

Galaxy Theater begins each chapter with the narration and listening comprehension activity.

Galaxy Theater – Narration

To work on the narration and listening comprehension activity, the student clicks the yellow planet to start the narration. The exercise aurally presents a chapter of the story along with illustrations. The current chapter is indicated at the bottom of the screen. The chapter length icons next to the current chapter indicate the number of pages in that chapter. As the exercise presents each page, the corresponding icon highlights, indicating the location in the chapter.

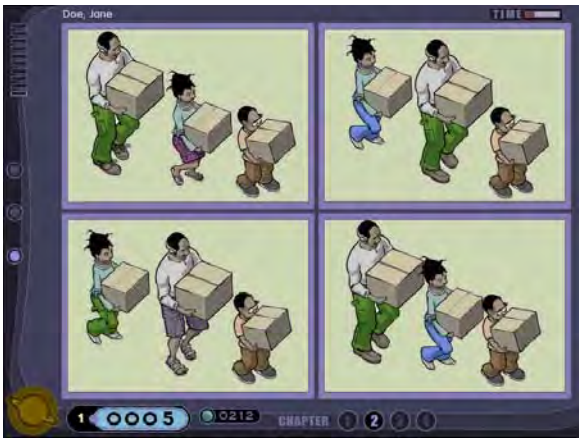
Galaxy Theater – Listening Comprehension

When the narration ends, the student clicks the yellow planet to hear a question related to the story. The student must click the picture that illustrates the correct answer. Points are awarded for each correct answer.

The narration and listening comprehension activity challenges the student to answer questions that are specifically designed to build comprehension and memory for details, main ideas, and relationships within the story.

Working on Language Comprehension in Galaxy Theater

The second task in the chapter is the language comprehension activity.



Galaxy Theater – Language Comprehension

To work on the language comprehension activity, the student clicks the yellow planet to hear a sentence. The exercise presents four pictures that are possible representations of the sentence. Then the student must click the picture that is the most accurate representation of the sentence. Points are awarded for each correct answer.

The language comprehension activity helps develop the understanding of language structures by challenging the student to understand spoken sentences and then identify visual representations of each sentence. These questions and sentences include grammatical structures with a range of difficulty. For example:

- "Which one is emptier?" (easier)
- "The bass player follows the drummer that the keyboard player is signaling." (harder)

The following keyboard shortcuts are available for listening/language comprehension activities:

Button	Keyboard shortcut
Planet (start button)	Down arrow or space bar
Responses, top left to bottom right	Number keys 1 through 4

Working on Following Directions in Galaxy Theater

The final task in the chapter is the following directions activity.

Galaxy Theater – Following Directions

To work on the following directions activity, the student clicks the yellow planet to hear an instruction. The student must use the mouse to follow that instruction. To move an object, the student must click and hold the mouse, drag the object to the new location, then release the mouse button. Points are awarded for each correct answer. If an incorrect object is clicked, or an object is moved to an incorrect location, the trial ends and the correct response is demonstrated.

The following directions activity presents increasingly complex directions that the student must understand in order to follow and execute them. These instructions include a range of difficulty. For example:

- "Touch the purple pillow and the green bed." (easier)
- "Put the small yellow balloon between the purple pillow and the green bed." (harder)

When the student completes all three activities in a chapter, the next chapter begins. This continues until all four chapters in the story are mastered; then, the next level opens and a new story begins.

Rewarding Progress in Galaxy Theater

Throughout Galaxy Theater, the consecutive correct counter indicates the number of consecutive correct responses. When the student answers three consecutive trials correctly, the session progress marker above the score advances and the counter is reset to zero (0). Bonus points are awarded when the progress marker completes one rotation around the score.

The percent complete markers in the upper left corner indicate the percentage of completed content in the exercise. Each marker represents 10% of the exercise. When all of the markers light up, the exercise is complete.

The high score represents the highest score ever achieved by the student in one session. If the high score is distracting, the student can hide it by clicking the corresponding display button.

Understanding the Science in Galaxy Theater

Galaxy Theater presents the first story with the speech sounds digitally altered using patented methods (including selective intensity increases) to provide enhanced learning opportunities. The consonant sounds in each word have been enhanced relative to the vowel sound. For example, the word *cat* is initially presented with acoustically modified versions of the /k/ and /t/ sounds.

As the student progresses through the stories, Galaxy Theater decreases this processing, and eventually presents the last story using natural speech.

Story	Processing Level
Devon & the Sarcastic Remarks	Level 3 (more processed)
The New Dreamer	Level 4 (less processed)
Justin and His Friend Buddy	Level 5 (natural speech)

The three processing level markers (lights) above the planet represent the different speech processing levels in Galaxy Theater. While the student works in a level, the corresponding marker lights up. When the student completes a level, the next marker lights up. When all three markers light up, the student is working in the highest level.

Mastering Galaxy Theater

The student will continue to work on Galaxy Theater until the skills in the exercise are mastered. If Galaxy Theater is revisited, the student will continue to repeat the last story at the highest level. For more information on revisiting exercises, see "Completing the Product" on page 101.

Administering the Exercises

Use the following information to help administer the Fast ForWord Literacy Advanced product session. For details on how to start the exercises, please refer to the user manual for your SciLearn platform software.

Checking the Exercise Status

While the student is working on an exercise, use the Exercise Status screen to view the time remaining or to quit the current exercise early.

Exercise Status

To access the Exercise Status screen while a student is working on an exercise, press and hold the Control key, then press the equal sign key (=).

The exercise clock does not pause while the Exercise Status screen is displayed. If the student needs to take a break, allow the student to take the break after the exercise ends.

When the Exercise Status screen is open:

- To return to the exercise, click Return.
- To quit the exercise, click Exit.

Completing an Exercise

When the student completes an exercise for the day, the exercise exits and returns the student to the Select an Exercise screen. To continue working, the student must click another exercise. To take a short break, the student should remain at the Select an Exercise screen. When the student is ready to work again, the student can select the next available exercise.

Exercises that have been completed for the day appear grayed out on the Select an Exercise screen.

Exercises also appear grayed out on the Select an Exercise screen when the exercise is not scheduled for the day, or when the exercise is closed because the content in the exercise has been mastered. For more information on mastering the exercises, see "Completing the Product" on page 101.

Exiting an Exercise Early

If the student exits an exercise early, that exercise will remain available on the Select an Exercise screen for the rest of the session. The student will be able to access the exercise until the daily time requirement is met; then, that exercise will no longer be available and will appear grayed out on the Select an Exercise screen.

The student should continue working on all available exercises until the exercises are completed and the protocol for the day is met.

Completing the Session

When the student completes all of the exercises scheduled for that day, participation bonus points are awarded and the Success Viewer appears.

A student can return to the exercises and continue working after the session is completed. This will not affect the next day's protocol.

Exiting the Session Early

If the student exits the session early, the Success Viewer appears. However, the student should start another session that day and continue working until all of the exercises are completed and the protocol for the day is met.

The Success Viewer

At the end of each session, the product calculates the results for that student and displays those results in the Success Viewer. This provides the student with an immediate review of his or her performance, as a reward and a motivation to continue working on the exercises.

The Success Viewer Screens

When the Success Viewer appears, it displays the Points screen. The Points screen shows the points earned on the last participation day (the current day if the student has just finished working), and the total points earned for each exercise. The Points screen also displays the last day's total points and the grand total points for all exercises.

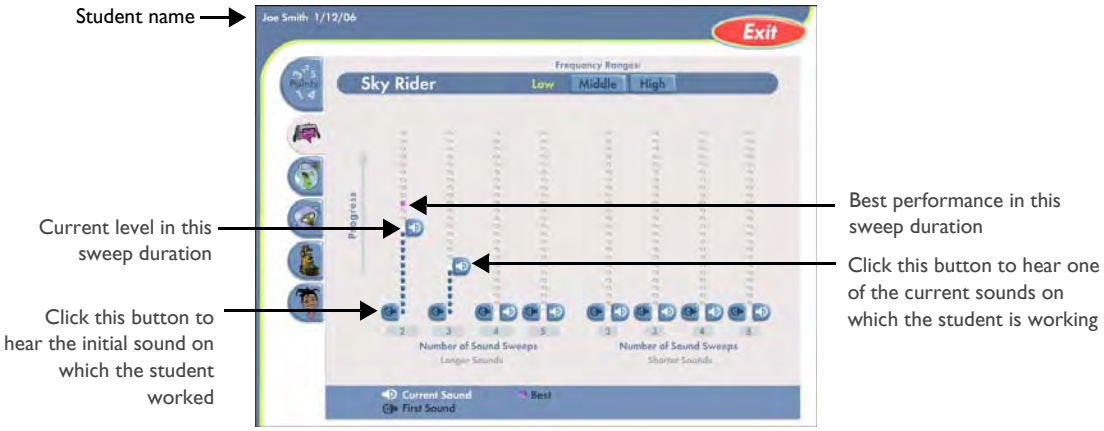
The number of points earned in an exercise does not always reflect the student's performance in that exercise; points are used only as a reward for correct answers, and to encourage the student to continue working on the products.

The Points screen displays a clock next to an exercise when the student works on the exercise for the required number of minutes that day. When the protocol for the day is met, a clock appears next to all of the exercises, and the screen displays the participation bonus points.

Success Viewer – Points

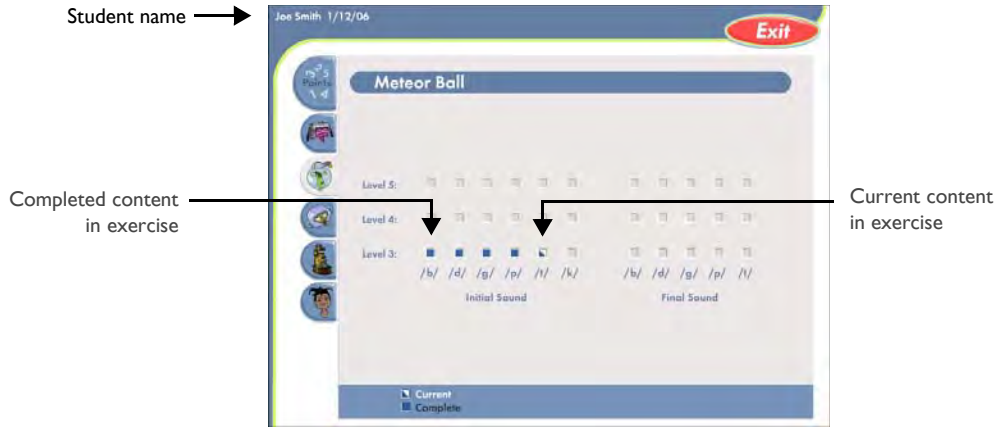
To view details about the student's performance in each individual exercise, or to return to the Points screen, click the corresponding tab on the left side of the screen. To exit the Success Viewer from any screen, click Exit.

The screen for Sky Rider displays a vertical graph for each sweep duration.



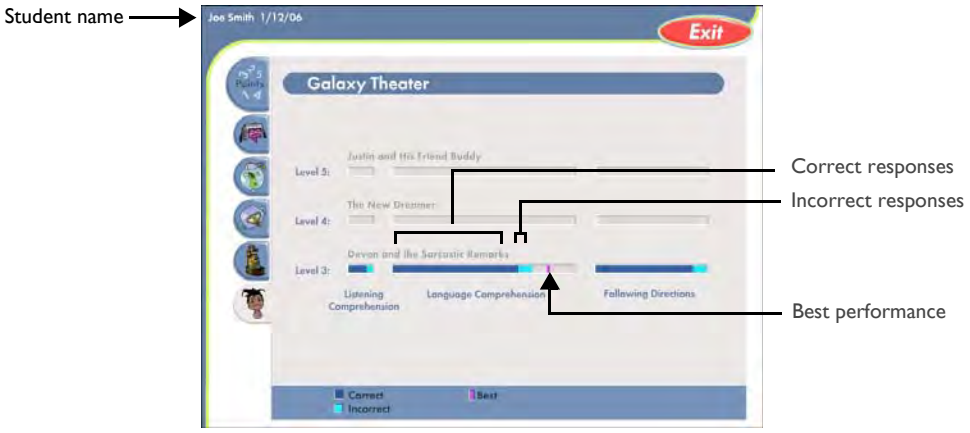
Success Viewer – Sky Rider

The screens for Laser Match, Meteor Ball, and Lunar Leap display boxes for the exercise content.



Success Viewer – Meteor Ball

The screen for Galaxy Theater displays horizontal bar graphs for each story.



Success Viewer – Galaxy Theater

The Default Protocol

By default, the Fast ForWord Literacy Advanced product presents two to three exercises, for a total of 30 minutes each day. Each day's participation time can be divided into multiple sessions.

Using this protocol, Scientific Learning recommends that the student work on the Fast ForWord Literacy Advanced product five days a week, for an estimated 12 to 16 weeks.

A consistent daily routine that allows for intense repetition will maximize the benefits of the exercises. The student may take breaks between exercises, but not while an exercise is open.

Alternate protocols are available to meet different student requirements. Please refer to the user manual for your SciLearn platform software for more information. For details on all available protocols, visit *Customer Connect* online at www.scientificlearning.com/support.

Completing the Product

As the student masters an exercise in the Fast ForWord Literacy Advanced product, that exercise is closed. However, as more exercises are closed by the student, a closed exercise may reopen at the highest levels so that the student can continue working on the most important skills in the product. As the student continues to master exercises, the protocol adjusts the time spent in each exercise so that the student always works on the open exercises for the total number of minutes in the protocol.

When the student masters the last of the remaining exercises, all of the exercises are closed, and the product is complete.

Chapter 5

Fast ForWord Reading Readiness

This chapter describes each of the Fast ForWord Reading Readiness exercises and then outlines the administration process. For information on how to install, set up, or run the software, refer to the user manual for your SciLearn platform software.

The Exercises

The Fast ForWord Reading Readiness product consists of six exercises that are designed for early literacy development. These exercises help students learn to connect the spoken word with the written word, and work together to build critical pre-reading skills, with an emphasis on letter recognition and naming, phonological awareness, and letter-sound associations.

In addition, the Fast ForWord Reading Readiness exercises help develop brain processing efficiency by strengthening four key areas—memory, attention, processing rate, and sequencing. For example, the exercises:

- Build memory by developing the ability to hold a spoken word in working memory while retrieving picture-concept associations.
- Improve attention by developing the ability to focus on tasks and ignore distractions.
- Develop processing by strengthening sensory-motor skills and the ability to detect subtle differences in images and sounds.
- Develop sequencing by strengthening the ability to listen for sounds in different positions within words.

The following sections in this chapter describe the Fast ForWord Reading Readiness exercises:

- Inside the Tummy
- Hungry Tummy
- Packing Pig Goes to Work
- Packing Pig Has Lunch
- Coaster
- Houndini

Each of the exercises in the product begins with an introduction that explains how to work on that exercise. As an alternative, you can choose to present the introductions in Spanish. To enable the Spanish introductions, refer to the user manual for your SciLearn platform software.

In addition, the Fast ForWord Reading Readiness exercises include animations that play each time an exercise is opened. These fun and engaging screens are designed to help encourage and motivate students as they prepare to work on an exercise.

Inside the Tummy

Inside the Tummy helps develop precise visual attention skills while helping improve fine motor skills and hand-eye coordination.

In Inside the Tummy, the student fills the bear's tummy by placing the correct colored shapes into the corresponding outlines in his giant stomach.

Inside the Tummy

Working on Inside the Tummy

When Inside the Tummy begins, a bear appears on the screen. Colored shapes are arranged outside the bear's tummy, and corresponding shape outlines appear inside the bear's tummy. To work on Inside the Tummy, the student must click and drag a colored shape to match its outlined shape. Each time the student correctly places an object, the bear announces its shape and color. Points are awarded for each correct answer. Bonus points are awarded after all shapes are placed correctly.

As Inside the Tummy continues, the designs inside the bear's tummy become more complicated and the shapes become smaller, requiring more precise fine motor control and hand-eye coordination.

Rewarding Progress in Inside the Tummy

Each time the student surpasses the highest score ever achieved in one session, the points counter lights up and the words *High Score* flash on the screen. This fun reward animation helps motivate the student to work hard on the exercise and earn more points.

As an additional reward, each time the student successfully places all of the objects inside the bear's tummy, the exercise displays a colorful graphic that incorporates the newly placed shapes. This encourages the student to keep working on the exercise.

Mastering Inside the Tummy

The student will continue to work on Inside the Tummy until the skills in the exercise are mastered. Then, the exercise is closed. For more information on mastering exercises, see "Completing an Exercise" on page 114.

Hungry Tummy

Hungry Tummy helps develop the ability to follow verbal directions, and helps improve listening comprehension and working memory skills.

In Hungry Tummy, the student follows instructions to identify objects of various colors, shapes, and sizes, and then feeds those shapes to the hungry bear.

Hungry Tummy

Working on Hungry Tummy

To work on Hungry Tummy, the student must listen carefully as the bear asks for objects of various colors, shapes, and sizes to eat. The student must drag and drop the correct object into the hungry bear's mouth so he can eat it. Points are awarded for each correct answer.

Hungry Tummy first introduces the concept of receiving and following directions at the beginning of the exercise. At first, Hungry Tummy visually prompts the student to click a piece of candy. The first few times the student clicks the candy, the bear grabs it and eats it himself. Then, the bear shows the student that he wants to be fed by pointing his finger at his mouth. The student must drag and drop the candy into his mouth to feed him. When the student demonstrates an understanding of this concept, the exercise begins, and the student learns to decode more complex verbal directions.

Rewarding Progress in Hungry Tummy

Each time the student surpasses the highest score ever achieved in one session, the points counter lights up and the words *High Score* flash on the screen. This fun reward animation helps motivate the student to work hard on the exercise and earn more points.

As an additional reward, each time the student successfully completes a level, the bear licks his lips or makes a funny burp sound. This encourages the student to keep working on the exercise.

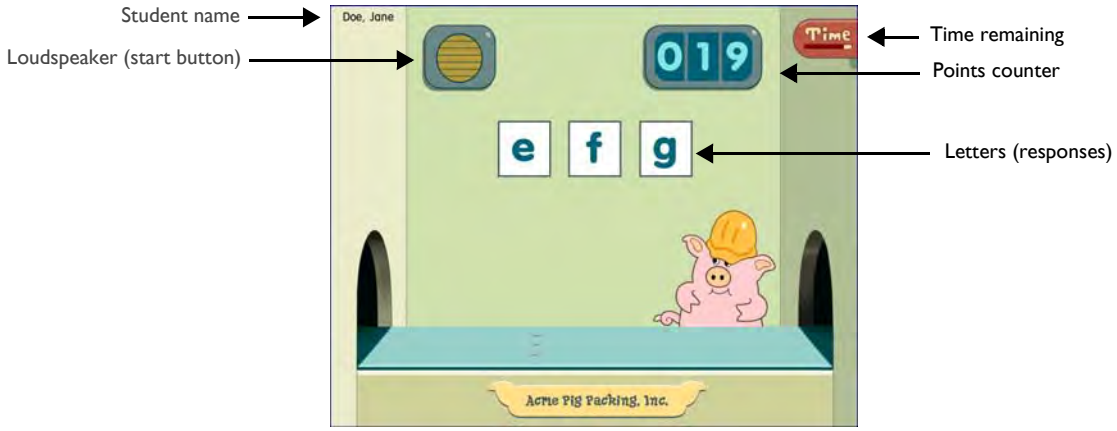
Mastering Hungry Tummy

The student will continue to work on Hungry Tummy until the skills in the exercise are mastered. Then, the exercise is closed. For more information on mastering exercises, see "Completing an Exercise" on page 114.

Packing Pig Goes to Work

Packing Pig Goes to Work helps develop letter recognition and naming skills for uppercase and lowercase letters.

In Packing Pig Goes to Work, the student helps Packing Pig work by listening for the name of a letter and then clicking the matching written letter.



Packing Pig Goes to Work

Working on Packing Pig Goes to Work

To work on this exercise, the student clicks the loudspeaker. The exercise pronounces a letter and displays that letter on the screen. The letter falls onto the conveyor belt, and the pig wraps it. After a few rounds, the exercise suspends the letter in the air and flashes it until the student clicks the letter.

When the student demonstrates and understanding of this concept, the exercise announces a target letter and displays a choice of letters. The student must click the target letter. At first, the target letters assist the student by flashing once when pronounced, but eventually the student must rely only on the sounds to identify the letters. When the student clicks the correct letter, Packing Pig wraps it up and sends it on its way. Points are awarded for each correct answer, and bonus points are awarded after 10 correct answers.

These activities help develop letter-name associations while reinforcing the visual attention, hand-eye coordination, and auditory working memory skills developed in the other Fast ForWord Reading Readiness exercises.

In earlier stages, the process of clicking the loudspeaker, hearing a letter name, and watching the image of that letter fall onto the conveyor belt helps the student connect the name of a letter with its visual representation.

In later stages, the process of hearing a letter name and clicking the written letter reinforces the letter-name association. For example, a student hears the spoken letter name *a* and then must click on the written letter *a*, thus associating the two. The exercise then adds a second letter, forcing the student to discriminate between two written letters and to learn that the letter name *a* matches the written letter *a* and not the written letter *b*.

As more letters are added, including uppercase and lowercase letters, the student learns to discriminate among multiple letters and to associate letter names with both uppercase and lowercase representations.

In Packing Pig Goes to Work, the first three sessions in each level of difficulty start with the Alphabet song.

Packing Pig Goes to Work – Alphabet Song

When Packing Pig sings the Alphabet song, each letter on the screen highlights along with the song. When the song is complete, the student has a few moments to explore the screen before the exercise begins. The student can click any of the letters to hear that letter pronounced. This preparatory stage helps reinforce the student's knowledge of letter-name associations. The student can click the Start button at any time to exit this screen and start the exercise.

Rewarding Progress in Packing Pig Goes to Work

Each time the student surpasses the highest score ever achieved in one session, the points counter lights up and the words *High Score* flash on the screen. This fun reward animation helps motivate the student to work hard on the exercise and earn more points.

Mastering Packing Pig Goes to Work

The student will continue to work on Packing Pig Goes to Work until the skills in the exercise are mastered. Then, the exercise is closed. For more information on mastering exercises, see "Completing an Exercise" on page 114.

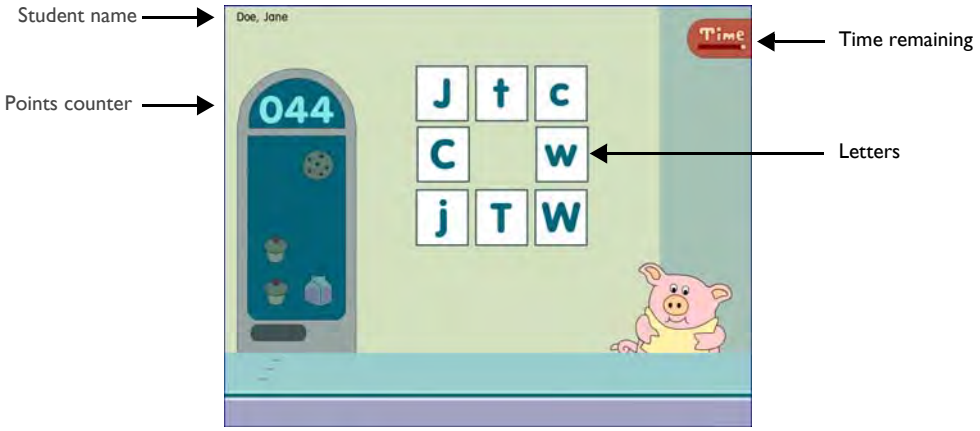
The following keyboard shortcuts are available in Packing Pig Goes to Work:

Button	Keyboard shortcut
Loudspeaker (start button)	Space bar
Letter on the screen	Corresponding letters on the keyboard

Packing Pig Has Lunch

Packing Pig Has Lunch helps develop letter recognition and naming skills for uppercase and lowercase letters, and helps improve auditory working memory and visual-spatial memory.

In Packing Pig Has Lunch, the student feeds Packing Pig by matching all of the letters on the screen into uppercase and lowercase pairs.



Packing Pig Has Lunch

Working on Packing Pig Has Lunch

To work on this exercise, the student clicks a letter to hear that letter pronounced. The student must click the corresponding uppercase or lowercase letter to make a match. For example, if the student clicks *A*, he or she must then click *a* to complete the match. This activity helps the student learn to associate uppercase and lowercase written letters with the same name. When the student makes a match, those letters disappear. Points are awarded for each correct answer. When the student matches all of the letters on the screen, bonus points are awarded and Packing Pig gets to eat his lunch.

As the exercise progresses, it increases the number of letters on the screen, but now hides them behind gift boxes. The student must click the gift boxes to reveal the letters. The first gift box clicked reveals a letter. If the next gift box clicked displays the matching uppercase or lowercase letter, the student must click the first letter again to complete the match. Then the matched gift boxes disappear. If the match is not confirmed, both of the letters in that match are hidden again. In this activity, remembering where to find a particular letter-name combination builds both auditory and visual memory skills.

Eventually, concentration becomes the key to helping Packing Pig get his lunch. The student must pay close attention as the gift boxes only flash a letter when clicked. The student must remember where the letters are on the screen and find their match.

Rewarding Progress in Packing Pig Has Lunch

Each time the student surpasses the highest score ever achieved in one session, the points counter lights up and the words *High Score* flash on the screen. This fun reward animation helps motivate the student to work hard on the exercise and earn more points.

Mastering Packing Pig Has Lunch

The student will continue to work on Packing Pig Has Lunch until the skills in the exercise are mastered. Then, the exercise is closed. For more information on mastering exercises, see "Completing an Exercise" on page 114.

Coaster

Coaster helps develop phonemic awareness and letter-sound association skills, while building an initial understanding of the alphabetic principle.

In Coaster, the student listens for a consonant, clicks a coaster car with the letter associated with that consonant, then sees and hears a word that starts with that consonant.

Coaster

Working on Coaster

Coaster presents groups of two to three consonants throughout the exercise. Each group begins with a preparatory stage that introduces the different consonant sounds paired with the same vowel. To work on Coaster, the student clicks the coaster operator at his podium to hear a consonant pronounced. The associated letter appears on all three coaster cars. The student clicks a coaster car to see and hear a word that begins with the consonant.

When the preparatory stage for a group is complete, the student clicks the coaster operator again to hear a consonant from that group pronounced. This time, each car displays a different consonant from that group. The student must click the coaster car with the letter that matches the pronounced consonant. When the correct coaster car is clicked, the exercise pronounces a word that begins with the consonant and displays that word on the coaster car. Points are awarded after each correct answer, and bonus points are awarded after 10 correct answers.

Rewarding Progress in Coaster

Each time the student surpasses the highest score ever achieved in one session, the points counter lights up and the words *High Score* flash on the screen. This fun reward animation helps motivate the student to work hard on the exercise and earn more points.

As an additional reward, each time the student correctly selects a word that can be depicted, the exercise plays a short animation involving that word. For example, if the student correctly selects the target word *rat*, a funny little rat scampers across the screen. This encourages the student to keep working on the exercise.

Mastering Coaster

The student will continue to work on Coaster until the skills in the exercise are mastered. Then, the exercise is closed. For more information on mastering exercises, see "Completing an Exercise" on page 114.

The following keyboard shortcuts are available in Coaster:

Button	Keyboard shortcut
Operator (start button)	Space bar
Coasters, left to right	Number keys 1 through 3

Houndini

Houndini helps improve phonemic awareness and basic decoding skills.

In Houndini, the student helps the magic dog perform card tricks by identifying the word that sounds different from the others.

Houndini

Working on Houndini

To work on Houndini, the student clicks the magic dog. Houndini presents four cards and asks the student to click the card that presents a different sound than the other three cards. The student must listen carefully, because the dog may ask for a different first sound, a different last sound, or a different middle sound. Points are awarded for each correct answer, and bonus points are awarded after 10 correct answers.

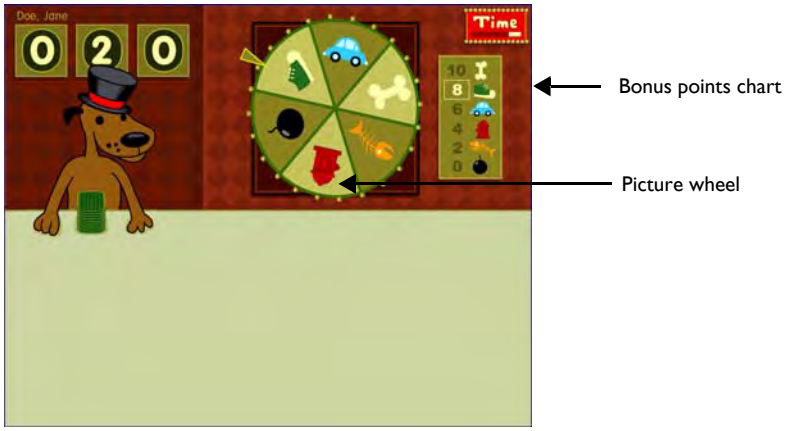
As the student progresses in the exercise, the level of difficulty increases.

- In the first stage, the cards display pictures that represent the spoken words. No written words appear.
- In the second stage, the cards display pictures with their corresponding written words. This helps the student learn to associate a spoken word with a written word.
- In the third stage, the cards display written words only. The visual picture cues disappear, and the student learns to recognize written words and map letters to speech sounds.

Rewarding Progress in Houndini

Each time the student surpasses the highest score ever achieved in one session, the points counter lights up and the words *High Score* flash on the screen. This fun reward animation helps motivate the student to work hard on the exercise and earn more points.

After 10 consecutive correct trials, the cards are cleared from the table and picture wheel appears.



Houndini – Picture Wheel

When the picture wheel appears, the student has 10 seconds to spin the wheel and earn bonus points; otherwise, the magic dog will spin the wheel instead. To spin the wheel, the student must click and drag the wheel around with the mouse. When the wheel stops on a picture, the corresponding bonus points are added to the student's score.

Mastering Houndini

The student will continue to work on Houndini until the skills in the exercise are mastered. Then, the exercise is closed. For more information on mastering exercises, see "Completing an Exercise" on page 114.

The following keyboard shortcuts are available in Houndini:

Button	Keyboard shortcut
Magic Dog (start button)	Space bar
Cards, left to right	Number keys 1 through 4

Administering the Exercises

Use the following information to help administer the Fast ForWord Reading Readiness product session. For details on how to start the exercises, please refer to the user manual for your SciLearn platform software.

Checking the Exercise Status

While the student is working on an exercise, use the Exercise Status screen to view the time remaining or to quit the current exercise early.

Exercise Status

To access the Exercise Status screen while a student is working on an exercise, press and hold the Control key, then press the equal sign key (=).

The exercise clock does not pause while the Exercise Status screen is displayed. If the student needs to take a break, allow the student to take the break after the exercise ends.

When the Exercise Status screen is open:

- To return to the exercise, click Return.
- To quit the exercise, click Exit.

Completing an Exercise

When the student completes an exercise for the day, the exercise exits and returns the student to the Select an Exercise screen. To continue working, the student must click another exercise. To take a short break, the student should remain at the Select an Exercise screen. When the student is ready to work again, the student can select the next available exercise.

Exercises that have been completed for the day appear grayed out on the Select an Exercise screen.

Exercises also appear grayed out on the Select an Exercise screen when the exercise is not scheduled for the day, or when the exercise is closed because the content in the exercise has been mastered.

Exiting an Exercise Early

If the student exits an exercise early, that exercise will remain available on the Select an Exercise screen for the rest of the session. The student will be able to access the exercise until the daily time requirement is met; then, that exercise will no longer be available and will appear grayed out on the Select an Exercise screen.

The student should continue working on all available exercises until the exercises are completed and the protocol for the day is met.

Completing the Session

When the student completes all of the exercises scheduled for that day, participation bonus points are awarded and the Success Viewer appears.

A student can return to the exercises and continue working after the session is completed. This will not affect the next day's protocol.

Exiting the Session Early

If the student exits the session early, the Success Viewer appears. However, the student should start another session that day and continue working until all of the exercises are completed and the protocol for the day is met.

The Success Viewer

At the end of each session, the product calculates the results for that student and displays those results in the Success Viewer. This provides the student with an immediate review of his or her performance, as a reward and a motivation to continue working on the exercises.

The Success Viewer Screens

When the Success Viewer appears, it displays the Points screen. The Points screen shows the points earned on the last participation day (the current day if the student has just finished working), and the total points earned for each exercise. The Points screen also displays the last day's total points and the grand total points for all exercises.

The number of points earned in an exercise does not always reflect the student's performance in that exercise; points are used only as a reward for correct answers, and to encourage the student to continue working on the products.

The Points screen displays a clock next to an exercise when the student works on the exercise for the required number of minutes that day. When the protocol for the day is met, a clock appears next to all of the exercises, and the screen displays the participation bonus points.

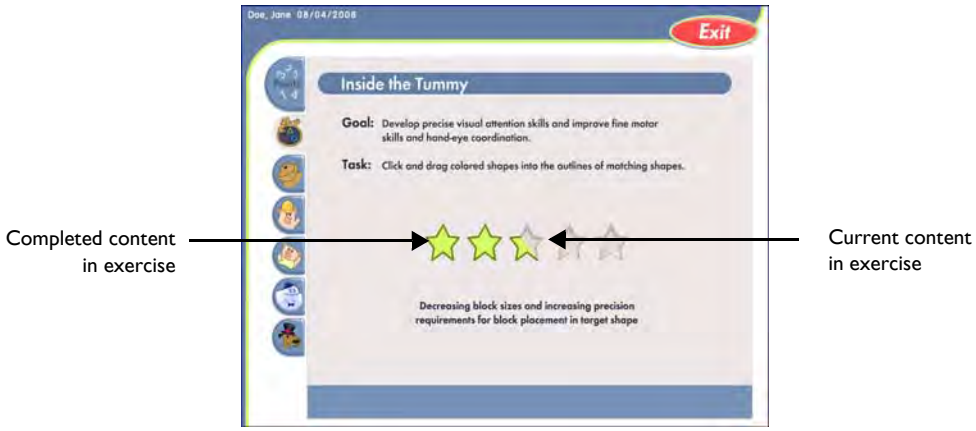
Click a tab to view performance in an exercise or return to the Points screen

Success Viewer – Points

To view details about the student's performance in an individual exercise, or to return to the Points screen, click the corresponding tab on the left. To exit the Success Viewer, click Exit.

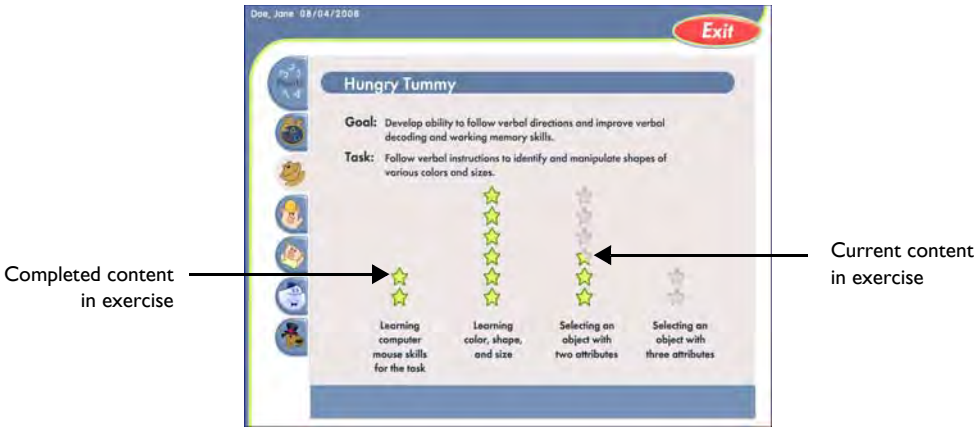
For each exercise, goal and task information appear at the top of the screen. Below that, results for each section of the exercise are indicated with graphs that reflect current and completed content.

The screen for Inside the Tummy displays stars for each level in the exercise.


Completed content in exercise
Current content in exercise
Exit
Inside the Tummy
Goal: Develop precise visual attention skills and improve fine motor skills and hand-eye coordination.
Task: Click and drag colored shapes into the outlines of matching shapes.
Decreasing block sizes and increasing precision requirements for block placement in target shape

Success Viewer – Inside the Tummy

The screens for the rest of the exercises display stars for each content type.


Completed content in exercise
Current content in exercise
Exit
Hungry Tummy
Goal: Develop ability to follow verbal directions and improve verbal decoding and working memory skills.
Task: Follow verbal instructions to identify and manipulate shapes of various colors and sizes.
Learning computer mouse skills for the task
Learning color, shape, and size
Selecting an object with two attributes
Selecting an object with three attributes

Success Viewer – Hungry Tummy

The Default Protocol

By default, the Fast ForWord Reading Readiness product presents three exercises, for a total of 30 minutes each day. Each day's participation time can be divided into multiple sessions. Using this protocol, Scientific Learning recommends that the student work on the Fast ForWord Reading Readiness product five days a week, for an estimated 8 to 12 weeks.

A consistent daily routine that allows for intense repetition will maximize the benefits of the exercises. The student may take breaks between exercises, but not while an exercise is open.

For more information on protocols, visit *Customer Connect* at www.scientificlearning.com/support.

Completing the Product

As the student masters an exercise in the Fast ForWord Reading Readiness product, that exercise is closed and will not be visited again. When the student masters the last open exercise, the product is complete.

Chapter 6

Fast ForWord Reading Level 1

This chapter describes each of the Fast ForWord Reading Level 1 exercises and then outlines the administration process. For information on how to install, set up, or run the software, refer to the user manual for your SciLearn platform software.

The Exercises

The Fast ForWord Reading Level 1 product consists of six exercises that correlate to reading curriculum standards. These exercises build critical early reading skills, with an emphasis on phonemic awareness, early decoding skills, vocabulary knowledge and skills, and reading motivation.

In addition, the Reading Level 1 exercises help develop brain processing efficiency by strengthening four key areas—memory, attention, processing rate, and sequencing. For example, the exercises:

- Build memory by developing the ability to hold a spoken word, sentence or passage in working memory while recalling the following information from long-term memory: letter-sound associations, vocabulary, punctuation rules, or semantic information.
- Improve attention by requiring focused listening attention while reading along, and then requiring sustained attention while working across multiple passage segments and questions.
- Develop processing by strengthening the ability to coordinate the auditory and visual processing of two perceptual streams—speech and written text.
- Develop sequencing by strengthening the ability to listen for sounds in different positions within words, the ability to reorder the letters of a "scrambled" word, and the ability to track temporal and causal event sequences in passages to answer comprehension questions.

The following sections in this chapter describe the Fast ForWord Reading Level 1 exercises:

- Bear Bags
- Magic Rabbit
- Flying Fish
- Quail Mail
- Bedtime Beasties
- Buzz Fly

Each of the exercises in the product begins with an introduction that explains how to work on that exercise. As an alternative, you can choose to present the introductions in Spanish. To enable the Spanish introductions, refer to the user manual for your SciLearn platform software.

In addition, the Fast ForWord Reading Level 1 exercises include animations that play each time an exercise is opened. These fun and engaging screens are designed to help encourage and motivate students as they prepare to work on an exercise.

Bear Bags

Bear Bags uses categorization to help improve phonemic awareness, understanding of the alphabetic principle, and decoding skills.

The object of Bear Bags is to help Mama Bear make lunch by sorting the pictures or words into the appropriate phoneme-based categories.

Bear Bags

Working on Bear Bags

To work on Bear Bags, the student clicks the yellow paw on the toaster to start making lunch. A word with a target sound is pronounced, and that word—or a picture of that word—is displayed on a piece of toast (for example, *tab*). One of the lunch bags displays a word or picture with the same sound (for example, *tub*). The student must click the lunch bag with the same sound as the word on the toast to sort the toast into the proper category. Points are awarded for each correct answer, and bonus points are awarded after 11 correct answers.

Getting Help in Bear Bags

To hear a word pronounced again, the student can click the yellow paw. This does not cost points and does not affect the student's standing in the exercise.

When a category is first seen, the exercise presents an aural description of that category. The student can click the speaker next to each lunch bag to hear the category description again; however, the student can save time and sort more words by remembering the category instead of clicking the speaker.

Rewarding Progress in Bear Bags

Bear Bags encourages the student to continue working on the exercise by displaying completion markers (stars) on the screen as the student masters the content within the exercise. Each marker represents a portion of the exercise. When all of the stars light up, the exercise is complete.

To engage the student, Bear Bags presents fun animations throughout the exercise. Additionally, each time the student surpasses the highest score ever achieved in one session, the points counter lights up and the words *High Score* flash on the screen. These reward animations help motivate the student to work hard on the exercise and earn more points.

Working on the Fluency Round in Bear Bags

When the paw turns into a timer, the fluency round (or *speed round*) begins. The student must work on the exercise as before, but faster; the student only has a few seconds to sort each word. The student should sort each word as quickly as possible, without making mistakes, to earn the most points. Bonus points are not displayed until the fluency round ends. The fluency round ends when the timer runs out.

Bear Bags tracks student responses during the fluency round, but does not use this information to advance the student's standing in the exercise. Instead, the fluency round is an opportunity for the student to review the material at a faster pace and earn extra points.

Mastering Bear Bags

The student will continue to work on Bear Bags until the skills in the exercise are mastered. Then, the exercise is closed. For more information on mastering exercises, see "Completing the Product" on page 135.

The following keyboard shortcuts are available in Bear Bags:

Button	Keyboard shortcut
Paw (start button)	Space bar
Category bags, left to right	Number keys 1 through 4

Magic Rabbit

Magic Rabbit uses spelling and word building to help increase sensitivity to letter-sound correspondences.

The object of Magic Rabbit is to help the magician change one word into another by choosing the correct letter to spell the word.

Magic Rabbit

Working on Magic Rabbit

To work on Magic Rabbit, the student clicks the yellow paw on the magic box to start. Magic Rabbit pronounces a word aloud, and then displays the word on the table (for example, *hum*). One of the letters in the word disappears, and several new letters appear on cards over the magician's head. Magic Rabbit then pronounces a target word that similar to the first word (for example, *hug)*. One of the letters above the magician's head completes the target word. The student must drag and drop the card with that letter into its correct place to spell the word. Points are awarded for each correct answer.

When a word in Magic Rabbit can be represented by a picture, that picture is displayed on the screen. In the example above, a picture of the target word *hug* is displayed above the hat.

As the student progresses in Magic Rabbit, the exercise presents a new task. First, a word is pronounced. Then, the exercise displays all of the letters that belong in the word on cards over the magician's head. The student must unscramble the letters to correctly spell the target word by placing the letters in the correct order on the table. Then, one of the letters on the table disappears. The student continues to spell new target words as they did earlier in the exercise. Points are awarded for each correct answer.

In Magic Rabbit, words that are spelled correctly on the first try are worth more points; words spelled correctly on the second or third try are worth fewer points. After the third attempt to spell the word, the exercise displays the correct spelling without awarding any points. For the trial to count toward advancement, the student must spell the word correctly on the first attempt. Bonus points are awarded after nine correct answers.

Rewarding Progress in Magic Rabbit

Magic Rabbit encourages the student to continue working on the exercise by displaying completion markers (stars) on the screen as the student masters the content within the exercise. Each marker represents a portion of the exercise. When all of the stars light up, the exercise is complete.

To engage the student, Magic Rabbit presents fun animations throughout the exercise. Additionally, each time the student surpasses the highest score ever achieved in one session, the points counter lights up and the words *High Score* flash on the screen. These reward animations help motivate the student to work hard on the exercise and earn more points.

Mastering Magic Rabbit

The student will continue to work on Magic Rabbit until the skills in the exercise are mastered. Then, the exercise is closed. For more information on mastering exercises, see "Completing the Product" on page 135.

The following keyboard shortcut is available in Magic Rabbit:

Button	Keyboard shortcut
Paw (start button)	Space bar

Flying Fish

Flying Fish helps develop decoding skills, auditory memory, and rapid visual identification of words. The student also works on visual tracking to strengthen left-to-right reading patterns.

The object of Flying Fish is to identify and select the target word within a series of other words.

Flying Fish

Working on Flying Fish

To work on Flying Fish, the student clicks the yellow paw on the life preserver to start. A target word is presented by the fishing pelican. Then, a series of fish with words displayed on them fly across the screen. The student must click the fish with the word that matches the target word. Points are awarded for each correct answer, and bonus points are awarded after 12 correct answers.

Early in the exercise, all of the words in Flying Fish are pronounced and displayed, and the fish fly slowly across the screen. As the student progresses, the target words are pronounced but not displayed, and the responses are displayed but not pronounced. Additionally, the fish that display the responses fly faster across the screen.

Rewarding Progress in Flying Fish

Flying Fish encourages the student to continue working on the exercise by displaying completion markers (stars) on the screen as the student masters the content within the exercise. Each marker represents a portion of the exercise. When all of the stars light up, the exercise is complete.

To engage the student, Flying Fish presents fun animations throughout the exercise. Additionally, each time the student surpasses the highest score ever achieved in one session, the points counter lights up and the words *High Score* flash on the screen. These reward animations help motivate the student to work hard on the exercise and earn more points.

Working on the Fluency Round in Flying Fish

When the paw turns into a timer, the fluency round (or *speed round*) begins. The student must work on the exercise as before, but the fish are moving even faster across the screen. The student should respond as quickly as possible, without making mistakes, to earn the most points. Bonus points are not displayed until the fluency round ends. The round ends when the timer runs out.

Flying Fish tracks student responses during the fluency round, but does not use this information to advance the student's standing in the exercise. Instead, the fluency round is an opportunity for the student to review the material at a faster pace and earn extra points.

Mastering Flying Fish

The student will continue to work on Flying Fish until the skills in the exercise are mastered. Then, the exercise is closed. For more information on mastering exercises, see "Completing the Product" on page 135.

The following keyboard shortcuts are available in Flying Fish:

Button	Keyboard shortcut
Paw (start button)	Space bar
Response	Down arrow

Quail Mail

Quail Mail improves vocabulary and encourages flexibility during reading.

The object of Quail Mail is to sort words into their appropriate semantic and linguistic categories.

Quail Mail

Working on Quail Mail

To work on Quail Mail, the student clicks the yellow paw on the mailbag to start delivering the mail. The mail carrier displays a piece of mail with a picture and/or word on it (for example, *grapes*). When the mail includes a written word, that word is also pronounced. The student must click the mailbox with the category that includes the item (for example, *Foods*). The mail is then sorted into that mailbox. Points are awarded for each correct answer, and bonus points are awarded after 13 correct answers.

Getting Help in Quail Mail

To hear a word pronounced again, the student can click the paw. This does not cost points and does not affect the student's standing in the exercise.

When a category is first seen, the exercise presents an aural description of that category. The student can click the speaker next to each mailbox to hear the category description again; however, the student can save time and sort more words by remembering the category instead of clicking the speaker.

Rewarding Progress in Quail Mail

Quail Mail encourages the student to continue working on the exercise by displaying completion markers (stars) on the screen as the student masters the content within the exercise. Each marker represents a portion of the exercise. When all of the stars light up, the exercise is complete.

To engage the student, Quail Mail presents fun animations throughout the exercise. Additionally, each time the student surpasses the highest score ever achieved in one session, the points counter lights up and the words *High Score* flash on the screen. These reward animations help motivate the student to work hard on the exercise and earn more points.

Working on the Fluency Round in Quail Mail

When the paw turns into a timer, the fluency round (or *speed round*) begins. The student must work on the exercise as before, but faster; they only have a few seconds to sort each word. The student should sort the words as quickly as possible, without making mistakes, to earn the most points. Bonus points are not displayed until the fluency round ends. The fluency round ends when the timer runs out.

Quail Mail tracks student responses during the fluency round, but does not use this information to advance the student's standing in the exercise. Instead, the fluency round is an opportunity for the student to review the material at a faster pace and earn extra points.

Mastering Quail Mail

The student will continue to work on Quail Mail until the skills in the exercise are mastered. Then, the exercise is closed. For more information on mastering exercises, see "Completing the Product" on page 135.

The following keyboard shortcuts are available in Quail Mail:

Button	Keyboard shortcut
Paw (start button)	Space bar
Category bins, top to bottom	Number keys 1 through 4

Bedtime Beasties

Bedtime Beasties improves sentence comprehension and vocabulary skills, along with knowledge of punctuation and capitalization.

The object of Bedtime Beasties is to complete sentences by selecting the most appropriate response to fill in the blank.

Bedtime Beasties

Working on Bedtime Beasties

To work on Bedtime Beasties, the student clicks the yellow paw on the night stand to start reading the bedtime stories (not shown). An incomplete sentence is displayed on the window shade. Early in the exercise, the sentence is also spoken aloud. Then, the beasties under the bed display four possible responses. The student must click the picture, word, letter, or punctuation mark that best fills in the blank and completes the sentence. Points are awarded for each correct answer, and bonus points are awarded after eight correct answers.

Bedtime Beasties presents sentences alone or in sequence—creating brief fiction or nonfiction passages. Icons at the bottom of the window shade indicate the number of sentences in the current passage. As a sentence is presented, the corresponding icon highlights, indicating the location in the passage. If the student exits the exercise before completing a passage, Bedtime Beasties presents the entire passage the next time the student enters the exercise.

Rewarding Progress in Bedtime Beasties

Bedtime Beasties encourages the student to continue working on the exercise by displaying completion markers (stars) on the screen as the student masters the content within the exercise. Each marker represents a portion of the exercise. When all of the stars light up, the exercise is complete.

To engage the student, Bedtime Beasties presents fun animations throughout the exercise. Additionally, each time the student surpasses the highest score ever achieved in one session, the points counter lights up and the words *High Score* flash on the screen. These reward animations help motivate the student to work hard on the exercise and earn more points.

Mastering Bedtime Beasties

The student will continue to work on Bedtime Beasties until the skills in the exercise are mastered. Then, the exercise is closed. For more information on mastering exercises, see "Completing the Product" on page 135.

The following keyboard shortcuts are available in Bedtime Beasties:

Button	Keyboard shortcut
Paw	Space bar
Responses, left to right	Number keys 1 through 4

Buzz Fly

Buzz Fly helps develop listening comprehension and working memory.

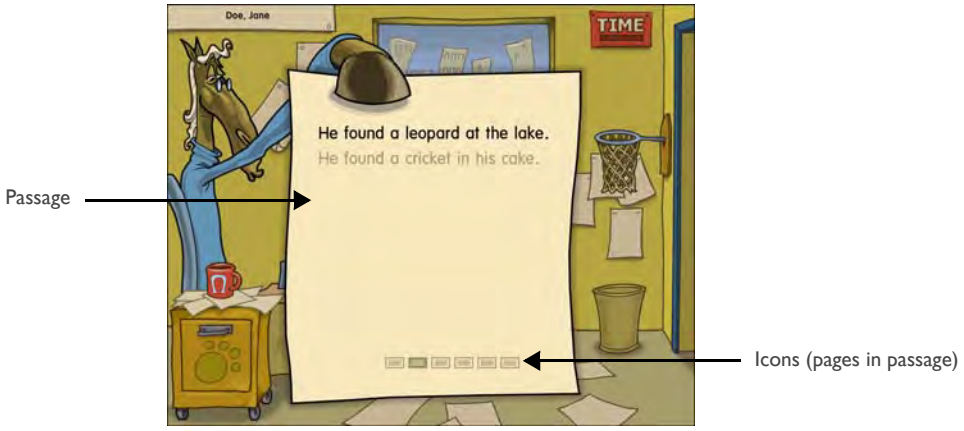
The object of Buzz Fly is to listen to passages while reading along and then answer multiple-choice questions.

Buzz Fly

Working on Buzz Fly

To work on Buzz Fly, the student clicks the yellow paw on the filing cabinet to start. A page of text from a fiction or nonfiction passage is displayed on the screen and read aloud. Each line of text is highlighted as it is read. Once that page is complete, the exercise presents a question about the text and reads that question aloud. Then, the flies display four pictures as possible responses. The student must click the picture that best answers the question. Points are awarded for each correct answer, and bonus points are awarded after four correct answers.

Buzz Fly presents pages of text from long passages, and presents those pages in sequence to strengthen listening comprehension.



Buzz Fly Passage

Icons at the bottom of the screen indicate the number of pages in the passage. As a page is presented, the corresponding icon highlights, indicating the current location in the passage.

If the exercise ends before a passage is completed, Buzz Fly presents the entire passage in the next session; however, the questions that were answered in the previous session still count toward advancement.

In Buzz Fly, questions that are answered correctly on the first try are worth more points; questions answered correctly on the second or third try are worth fewer points. After the third attempt to answer the question, the exercise displays the correct answer without awarding any points. For the trial to count toward advancement, the student must answer the question correctly on the first attempt.

Rewarding Progress in Buzz Fly

Buzz Fly encourages the student to continue working on the exercise by displaying completion markers (stars) on the screen as the student masters the content within the exercise. Each marker represents a portion of the exercise. When all of the stars light up, the exercise is complete.

To engage the student, Buzz Fly presents fun animations throughout the exercise. Additionally, each time the student surpasses the highest score ever achieved in one session, the points counter lights up and the words *High Score* flash on the screen. These reward animations help motivate the student to work hard on the exercise and earn more points.

Mastering Buzz Fly

The student will continue to work on Buzz Fly until the skills in the exercise are mastered. Then, the exercise is closed. For more information on mastering exercises, see "Completing the Product" on page 135.

The following keyboard shortcuts are available in Buzz Fly:

Button	Keyboard shortcut
Paw (start button)	Space bar
Responses, top left to bottom right	Number keys 1 through 4

Administering the Exercises

Use the following information to help administer the Fast ForWord Reading Level 1 product session. For details on how to start the exercises, please refer to the user manual for your SciLearn platform software.

Checking the Exercise Status

While the student is working on an exercise, use the Exercise Status screen to view the time remaining or to quit the current exercise early.

Exercise Status

To access the Exercise Status screen while a student is working on an exercise, press and hold the Control key, then press the equal sign key (=).

The exercise clock does not pause while the Exercise Status screen is displayed. If the student needs to take a break, allow the student to take the break after the exercise ends.

When the Exercise Status screen is open:

- To return to the exercise, click Return.
- To quit the exercise, click Exit.

Completing an Exercise

When the student completes an exercise for the day, the exercise exits and returns the student to the Select an Exercise screen. To continue working, the student must click another exercise. To take a short break, the student should remain at the Select an Exercise screen. When the student is ready to work again, the student can select the next available exercise.

Exercises that have been completed for the day appear grayed out on the Select an Exercise screen.

Exercises also appear grayed out on the Select an Exercise screen when the exercise is not scheduled for the day, or when the exercise is closed because the content in the exercise has been mastered.

Exiting an Exercise Early

If the student exits an exercise early, that exercise will remain available on the Select an Exercise screen for the rest of the session. The student will be able to access the exercise until the daily time requirement is met; then, that exercise will no longer be available and will appear grayed out on the Select an Exercise screen.

The student should continue working on all available exercises until the exercises are completed and the protocol for the day is met.

Completing the Session

When the student completes all of the exercises scheduled for that day, participation bonus points are awarded and the Success Viewer appears.

A student can return to the exercises and continue working after the session is completed. This will not affect the next day's protocol.

Exiting the Session Early

If the student exits the session early, the Success Viewer appears. However, the student should start another session that day and continue working until all of the exercises are completed and the protocol for the day is met.

The Success Viewer

At the end of each session, the product calculates the results for that student and displays those results in the Success Viewer. This provides the student with an immediate review of his or her performance, as a reward and a motivation to continue working on the exercises.

The Success Viewer Screens

When the Success Viewer appears, it displays the Points screen. The Points screen shows the points earned on the last participation day (the current day if the student has just finished working), and the total points earned for each exercise. The Points screen also displays the last day's total points and the grand total points for all exercises, and the completion markers (stars) awarded in each exercise. When an exercise has been completely mastered, all of the stars appear.

The number of points earned in an exercise does not always reflect the student's performance in that exercise; points are used only as a reward for correct answers, and to encourage the student to continue working on the products.

The Points screen displays a clock next to an exercise when the student works on the exercise for the required number of minutes that day. When the protocol for the day is met, a clock appears next to all of the exercises, and the screen displays the participation bonus points.

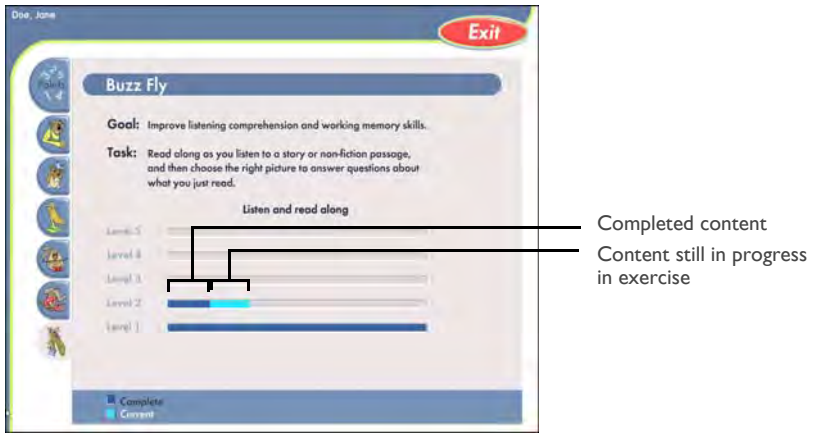
Click a tab to view performance in an exercise or return to the Points screen
Completion markers earned to date
Exit
Points
Last Day
Total
Bear Bags 70 470
Quail Mail 52 532
Flying Fish 75 720
Magic Rabbit 63 363
Bedtime Beasties 58 258
Buzz Fly 94 506
Participation Bonus 100 400
Last Day's Total 512 Grand Total 2949

Success Viewer – Points

To view details about the student's performance in an individual exercise, or to return to the Points screen, click the corresponding tab on the left. To exit the Success Viewer, click Exit.

For each exercise, goal and task information appear at the top of the screen. Below that, results for each section of the exercise are indicated with graphs that reflect current and completed content.

The screen for Buzz Fly displays a horizontal bar graph for each content level in the exercise.


Doe, Jane
Exit
Buzz Fly
Goal: Improve listening comprehension and working memory skills.
Task: Read along as you listen to a story or non-fiction passage, and then choose the right picture to answer questions about what you just read.
Listen and read along
Completed content
Content still in progress in exercise

Success Viewer – Buzz Fly

The rest of the screens display boxes for the content in each exercise.

Success Viewer – Bear Bags

The Default Protocol

By default, the Fast ForWord Reading Level 1 product presents two to three exercises, for a total of 30 minutes each day. Each day's participation time can be divided into multiple sessions. Using this protocol, Scientific Learning recommends that the student work on the Fast ForWord Reading Level 1 product five days a week, for an estimated 12 to 16 weeks.

A consistent daily routine that allows for intense repetition will maximize the benefits of the exercises. The student may take breaks between exercises, but not while an exercise is open.

Alternate protocols are available to meet different student requirements. Please refer to the user manual for your SciLearn platform software for more information. For details on all available protocols, visit *Customer Connect* online at www.scientificlearning.com/support.

Completing the Product

As the student masters an exercise in the Fast ForWord Reading Level 1 product, that exercise is closed and will not be visited again. When the student masters the last open exercise, the product is complete.

Chapter 7

Fast ForWord Reading Level 2

This chapter describes each of the Fast ForWord Reading Level 2 exercises and then outlines the administration process. For information on how to install, set up, or run the software, refer to the user manual for your SciLearn platform software.

The Exercises

The Fast ForWord Reading Level 2 product consists of six exercises that exercises correlate to reading curriculum standards. These exercises help consolidate early reading skills, with a focus on applying phonics and decoding strategies, improving word recognition, and understanding the rules for reading comprehension.

In addition, the Fast ForWord Reading Level 2 exercises help develop brain processing efficiency by strengthening four key areas—memory, attention, processing rate, and sequencing. For example, the exercises:

- Build memory by developing the ability to hold an incomplete sentence in working memory while recalling vocabulary, grammar, and punctuation rules from long-term memory.
- Improve attention by sustaining interest across multiple passage segments and questions.
- Develop processing by strengthening the ability to coordinate the auditory and visual processing of two perceptual streams—speech and written text.
- Develop sequencing by strengthening the ability to use word order and grammar to identify and emphasize the subtle differences in meaning among phrases, sentences, and passages.

The following sections in this chapter describe the Fast ForWord Reading Level 2 exercises:

- Bear Bags: More Lunch
- Magic Bird
- Fish Frenzy
- Leaping Lizards
- Ant Antics
- Dog Bone

Each of the exercises in the product begins with an introduction that explains how to work on that exercise. As an alternative, you can choose to present the introductions in Spanish. To enable the Spanish introductions, refer to the user manual for your SciLearn platform software.

In addition, the Fast ForWord Reading Level 2 exercises include animations that play each time an exercise is opened. These fun and engaging screens are designed to help encourage and motivate students as they prepare to work on an exercise.

Bear Bags: More Lunch

Bear Bags uses categorization to help improve phonemic awareness, understanding of the alphabetic principle, and decoding skills.

The object of Bear Bags is to help Papa Bear make more lunch by sorting the words into the appropriate phoneme-based categories.

Bear Bags: More Lunch

Working on Bear Bags: More Lunch

To work on Bear Bags: More Lunch, the student clicks the yellow paw on the toaster to start making lunch. The exercise pronounces a word with a target sound (or sounds) and presents that word on a piece of toast (for example, *press*). One of the lunch bags displays a picture of an item that includes the same sound (for example, *dress*). The student must click the lunch bag with the same target sound as the word on the toast to sort the toast into the proper category. Points are awarded for each correct answer, and bonus points are awarded after 24 correct answers.

Getting Help in Bear Bags: More Lunch

To hear a word pronounced again, the student can click the paw. This does not cost points and does not affect the student's standing in the exercise.

When a category is first seen, the exercise presents an aural description of that category. The student can click the speaker next to each lunch bag to hear the category description again; however, the student can save time and sort more words by remembering the category instead of clicking the speaker.

Rewarding Progress in Bear Bags: More Lunch

Bear Bags: More Lunch encourages the student to continue working on the exercise by displaying completion markers (stars) on the screen as the student masters the content within the exercise. Each marker represents a portion of the exercise. When all of the stars light up, the exercise is complete.

To engage the student, Bear Bags: More Lunch presents fun animations throughout the exercise. Additionally, each time the student surpasses the highest score ever achieved in one session, the points counter lights up and the words *High Score* flash on the screen. These reward animations help motivate the student to work hard on the exercise and earn more points.

Working on the Fluency Round in Bear Bags: More Lunch

When the paw turns into a timer, the fluency round (or *speed round*) begins. The student must work on the exercise as before, but faster; they only have a few seconds to sort each word. The student should sort the words as quickly as possible, without making mistakes, to earn the most points. Bonus points are not displayed until the fluency round ends. The fluency round ends when the timer runs out.

Bear Bags: More Lunch tracks student responses during the fluency round, but does not use this information to advance the student's standing in the exercise. Instead, the fluency round is an opportunity for the student to review the material at a faster pace and earn extra points.

Mastering Bear Bags: More Lunch

The student will continue to work on Bear Bags: More Lunch until the skills in the exercise are mastered. Then, the exercise is closed. For more information on mastering exercises, see "Completing the Product" on page 154.

The following keyboard shortcuts are available in Bear Bags: More Lunch

Button	Keyboard shortcut
Paw (start button)	Space bar
Category bags, left to right	Number keys 1 through 4

Magic Bird

Magic Bird uses word building to help improve spelling and to help develop sensitivity to letter-sound correspondences.

The object of Magic Bird is to help the magician change one word into another by choosing the correct letters to spell the word.

Magic Bird

Working on Magic Bird

To work on Magic Bird, the student clicks the yellow paw on the magic box to start. Magic Bird visually displays a word on the table (for example, *sheep*). In most cases, the word is also pronounced. Part of the word on the table disappears, and several new letter combinations appear within cards at the top of the screen. A target word, similar to the first word, is then pronounced (for example, *steep*). The student must click the card with the correct letter combination to spell the target word. Points are awarded for each correct answer, and bonus points are awarded after 12 correct answers.

Words that are spelled correctly on the first try are worth more points; words spelled correctly on the second or third try are worth fewer points. After the third attempt to spell the word, the exercise displays the correct spelling without awarding points. For the trial to count toward advancement, the student must spell the word correctly on the first attempt.

Once these skills are mastered, the exercise presents a new spelling challenge. A partially spelled word is displayed on the table. Then, Magic Bird displays various letter combinations above the table. The student must click the letter combinations that form actual words with the letters on the table to receive points for each correctly spelled word. Once the student spells all of the possible words or selects an incorrect response, the round ends. To master this round, the student must spell all possible words correctly on the first attempt.

Getting Help in Magic Bird

To hear a word pronounced again, the student can click the paw. This does not cost points and does not affect their standing in the exercise.

Rewarding Progress in Magic Bird

Magic Bird encourages the student to continue working on the exercise by displaying completion markers (stars) on the screen as the student masters the content within the exercise. Each marker represents a portion of the exercise. When all of the stars light up, the exercise is complete.

To engage the student, Magic Bird presents fun animations throughout the exercise. Additionally, each time the student surpasses the highest score ever achieved in one session, the points counter lights up and the words *High Score* flash on the screen. These reward animations help motivate the student to work hard on the exercise and earn more points.

Mastering Magic Bird

The student will continue to work on Magic Bird until the skills in the exercise are mastered. Then, the exercise is closed. For more information on mastering exercises, see "Completing the Product" on page 154.

The following keyboard shortcuts are available in Magic Bird:

Button	Keyboard shortcut
Paw (start button)	Space bar
Responses, left to right/top to bottom	Number keys 1 through 9

Fish Frenzy

Fish Frenzy helps develop decoding skills, auditory memory, and rapid visual identification of words. The student also works on visual tracking to strengthen left-to-right reading patterns.

The object of Fish Frenzy is to identify and select the target word within a series of other words.

Fish Frenzy

Working on Fish Frenzy

To work on Fish Frenzy, the student clicks the yellow paw on the life preserver to start. A target word is presented by the fishing pelican (for example, *country*). Then, a series of fish with words displayed on them fly across the screen. The student must click the fish with the word that matches the target word. Points are awarded for each correct answer, and bonus points are awarded after 12 correct answers.

Early in the exercise, all of the words in Fish Frenzy are pronounced and displayed, and the fish fly slowly across the screen. As the student progresses, the target words are pronounced but not displayed, and the responses are displayed but not pronounced. Additionally, the fish fly faster across the screen.

Rewarding Progress in Fish Frenzy

Fish Frenzy encourages the student to continue working on the exercise by displaying completion markers (stars) on the screen as the student masters the content within the exercise. Each marker represents a portion of the exercise. When all of the stars light up, the exercise is complete.

To engage the student, Fish Frenzy presents fun animations throughout the exercise. Additionally, each time the student surpasses the highest score ever achieved in one session, the points counter lights up and the words *High Score* flash on the screen. These reward animations help motivate the student to work hard on the exercise and earn more points.

Working on the Fluency Round in Fish Frenzy

When the paw turns into a timer, the fluency round (or *speed round*) begins. The student must work on the exercise as before, but the fish are moving even faster across the screen. The student should respond as quickly as possible, without making mistakes, to earn the most points. Bonus points are not displayed until the fluency round ends. The round ends when the timer runs out.

Fish Frenzy tracks student responses during the fluency round, but does not use this information to advance the student's standing in the exercise. Instead, the fluency round is an opportunity for the student to review the material at a faster pace and earn extra points.

Mastering Fish Frenzy

The student will continue to work on Fish Frenzy until the skills in the exercise are mastered. Then, the exercise is closed. For more information on mastering exercises, see "Completing the Product" on page 154.

The following keyboard shortcuts are available in Fish Frenzy:

Button	Keyboard shortcut
Paw (start button)	Space bar
Response	Down arrow

Leaping Lizards

Leaping Lizards helps improve sentence comprehension and vocabulary skills, along with knowledge of punctuation, capitalization, and inflectional language.

The object of Leaping Lizards is to select the correct response to fill in the blank and complete the sentence.

Leaping Lizards

Working on Leaping Lizards

To work on Leaping Lizards, the student clicks the yellow paw to start. An incomplete sentence is displayed. In the beginning, the sentence is also spoken aloud. Then, the lizards display four possible responses. The student must click the card with the word, letter, or punctuation mark that best fills in the blank and completes the sentence. Points are awarded for each correct answer, and bonus points are awarded after eight correct answers.

Leaping Lizards presents sentences alone or in sequence—creating brief fiction or nonfiction passages. Icons below the sentence indicate the number of sentences in the current passage. As a sentence is presented, the corresponding icon highlights, indicating the location in the passage. If the student exits the exercise before completing a passage, Leaping Lizards presents the entire passage the next time the student enters the exercise.

Rewarding Progress in Leaping Lizards

Leaping Lizards encourages the student to continue working on the exercise by displaying completion markers (stars) on the screen as the student masters the content within the exercise. Each marker represents a portion of the exercise. When all of the stars light up, the exercise is complete.

To engage the student, Leaping Lizards presents fun animations throughout the exercise. Additionally, each time the student surpasses the highest score ever achieved in one session, the points counter lights up and the words *High Score* flash on the screen. These reward animations help motivate the student to work hard on the exercise and earn more points.

Mastering Leaping Lizards

The student will continue to work on Leaping Lizards until the skills in the exercise are mastered. Then, the exercise is closed. For more information on mastering exercises, see "Completing the Product" on page 154.

The following keyboard shortcuts are available in Leaping Lizards:

Button	Keyboard shortcut
Paw (start button)	Space bar
Responses, left to right/top to bottom	Number keys 1 through 4

Ant Antics

Ant Antics helps develop critical reading skills and comprehension for sentences by focusing on the differences in meaning among sentences with similar vocabulary and grammatical structure.

The object of Ant Antics is to match the picture that appears on the screen to its descriptive title.

Ant Antics

Working on Ant Antics

To work on Ant Antics, the student clicks the yellow paw on the globe to see a picture projected on the classroom wall. Then, four sentences or phrases are displayed on the notebook. The student must click the sentence or phrase that best describes what is happening in the picture. For each correct answer, points are awarded, and the ant on the notebook climbs a little higher, reaching the top of the notebook after 10 correct answers. Bonus points are then awarded and a reward animation plays.

Rewarding Progress in Ant Antics

Ant Antics encourages the student to continue working on the exercise by displaying completion markers (stars) on the screen as the student masters the content within the exercise. Each marker represents a portion of the exercise. When all of the stars light up, the exercise is complete.

To engage the student, Ant Antics presents fun animations throughout the exercise. Additionally, each time the student surpasses the highest score ever achieved in one session, the points counter lights up and the words *High Score* flash on the screen. These reward animations help motivate the student to work hard on the exercise and earn more points.

Mastering Ant Antics

The student will continue to work on Ant Antics until the skills in the exercise are mastered. Then, the exercise is closed. For more information on mastering exercises, see "Completing the Product" on page 154.

The following keyboard shortcuts are available in Ant Antics:

Button	Keyboard shortcut
Paw (start button)	Space bar
Responses, top to bottom	Number keys 1 through 4

Dog Bone

Dog Bone helps improve listening comprehension, reading skills, and working memory.

The object of Dog Bone is to listen to passages while reading along, then independently re-read passages and answer multiple-choice questions.

Dog Bone

Working on Dog Bone

To work on Dog Bone, the student clicks the yellow paw on the podium to start. A page of text from a fiction or nonfiction passage is presented. The exercise poses a question about the text, and the dogs below present four possible responses. The student must click the response that correctly answers the question. Points are awarded for each correct answer, and bonus points are awarded after six correct answers.

At first, the pages and questions are read aloud and displayed on the screen. Each line of text in a page is highlighted as it is read aloud. If the student successfully completes a passage, the exercise presents the passage again, but without audio, so the student can read the pages on their own. The exercise presents the same passages to provide practice in re-reading, but asks new questions to provide a challenge. When the student finishes reading a page that has not been read aloud, they must click the Done Reading button (not shown).

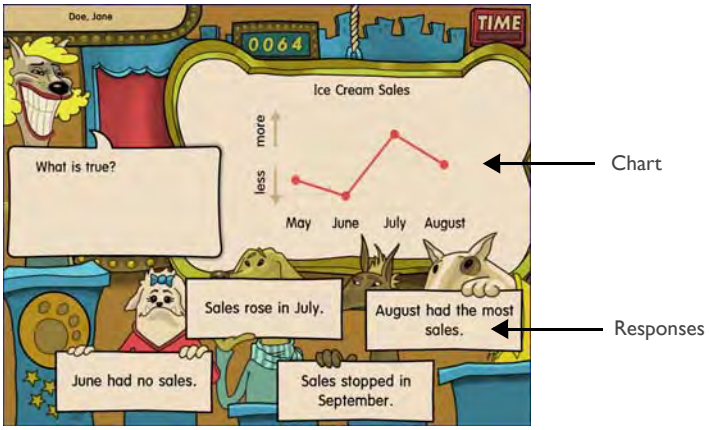
Dog Bone presents pages and passages of increasing length to strengthen comprehension skills.

Doe, Jane
0040
TIME
Passage text
The caterpillar does not have any wings. It eats and eats. It grows bigger. Finally, it changes shape. It grows wings, and flies away.
Icons (pages in passage)

Dog Bone Passage

Icons at the bottom of the screen indicate the number of pages in the current passage (not shown). As a page is presented, the corresponding icon highlights, indicating the location in the passage. If the student exits the exercise before completing a passage, Dog Bone presents the entire passage the next time the student enters the exercise; however, the questions that were answered in the previous session still count toward advancement.

At the highest level in the exercise, Dog Bone presents tables, charts, or graphs instead of passages.



Dog Bone Chart

To work on this task, the student clicks the yellow paw to start. A table, chart, or graph is displayed on the screen. At this level, none of the material is read aloud. Then, Dog Bone displays a question. The dogs present four possible answers. The student must click the response that correctly answers the question.

Throughout Dog Bone, questions that are answered correctly on the first try are worth more points; questions answered correctly on the second or third try are worth fewer points. After the third attempt to answer the question, the exercise displays the correct answer without awarding any points. For the trial to count toward advancement, the student must answer the question correctly on the first attempt.

Rewarding Progress in Dog Bone

Dog Bone encourages the student to continue working on the exercise by displaying completion markers (stars) on the screen as the student masters the content within the exercise. Each marker represents a portion of the exercise. When all of the stars light up, the exercise is complete.

To engage the student, Dog Bone presents fun animations throughout the exercise. Additionally, each time the student surpasses the highest score ever achieved in one session, the points counter lights up and the words *High Score* flash on the screen. These reward animations help motivate the student to work hard on the exercise and earn more points.

Mastering Dog Bone

The student will continue to work on Dog Bone until the skills in the exercise are mastered. Then, the exercise is closed. For more information on mastering exercises, see "Completing the Product" on page 154.

The following keyboard shortcuts are available in Dog Bone:

Button	Keyboard shortcut
Paw (start button)	Space bar
Done Reading	Space bar
Responses, left to right, top to bottom	Number keys 1 through 4

Administering the Exercises

Use the following information to help administer the Fast ForWord Reading Level 2 product session. For details on how to start the exercises, please refer to the user manual for your SciLearn platform software.

Checking the Exercise Status

While the student is working on an exercise, use the Exercise Status screen to view the time remaining or to quit the current exercise early.

Exercise Status

To access the Exercise Status screen while a student is working on an exercise, press and hold the Control key, then press the equal sign key (=).

The exercise clock does not pause while the Exercise Status screen is displayed. If the student needs to take a break, allow the student to take the break after the exercise ends.

When the Exercise Status screen is open:

- To return to the exercise, click Return.
- To quit the exercise, click Exit.

Completing an Exercise

When the student completes an exercise for the day, the exercise exits and returns the student to the Select an Exercise screen. To continue working, the student must click another exercise. To take a short break, the student should remain at the Select an Exercise screen. When the student is ready to work again, the student can select the next available exercise.

Exercises that have been completed for the day appear grayed out on the Select an Exercise screen.

Exercises also appear grayed out on the Select an Exercise screen when the exercise is not scheduled for the day, or when the exercise is closed because the content in the exercise has been mastered.

Exiting an Exercise Early

If the student exits an exercise early, that exercise will remain available on the Select an Exercise screen for the rest of the session. The student will be able to access the exercise until the daily time requirement is met; then, that exercise will no longer be available and will appear grayed out on the Select an Exercise screen.

The student should continue working on all available exercises until the exercises are completed and the protocol for the day is met.

Completing the Session

When the student completes all of the exercises scheduled for that day, participation bonus points are awarded and the Success Viewer appears.

A student can return to the exercises and continue working after the session is completed. This will not affect the next day's protocol.

Exiting the Session Early

If the student exits the session early, the Success Viewer appears. However, the student should start another session that day and continue working until all of the exercises are completed and the protocol for the day is met.

The Success Viewer

At the end of each session, the product calculates the results for that student and displays those results in the Success Viewer. This provides the student with an immediate review of his or her performance, as a reward and a motivation to continue working on the exercises.

The Success Viewer Screens

When the Success Viewer appears, it displays the Points screen. The Points screen shows the points earned on the last participation day (the current day if the student has just finished working), and the total points earned for each exercise. The Points screen also displays the last day's total points and the grand total points for all exercises and the completion markers (stars) awarded in each exercise. When an exercise has been completely mastered, all of the stars appear.

The number of points earned in an exercise does not always reflect the student's performance in that exercise; points are used only as a reward for correct answers, and to encourage the student to continue working on the products.

The Points screen displays a clock next to an exercise when the student works on the exercise for the required number of minutes that day. When the protocol for the day is met, a clock appears next to all of the exercises, and the screen displays the participation bonus points.

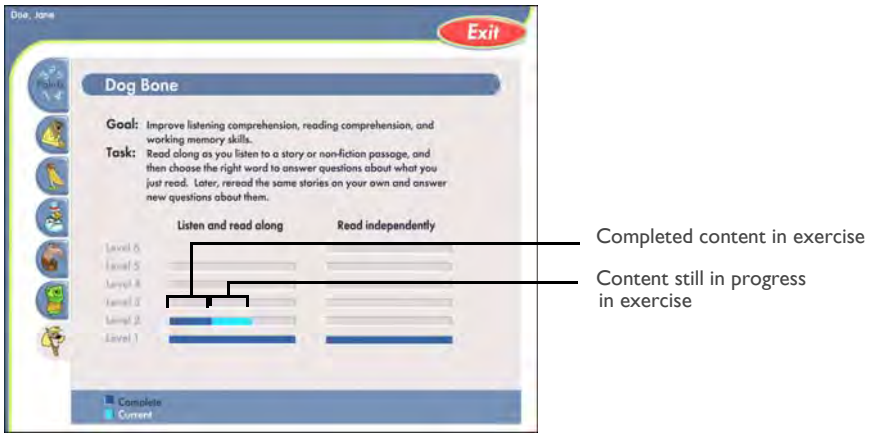
Doe, Jane
Exit
Points
Last Day
Total
Bear Bags: More Lunch 70 470
Fish Frenzy 52 532
Magic Bird 75 720
Ant Antics 63 363
Leaping Lizards 58 258
Dog Bone 94 506
Participation Bonus 100 400
Last Day's Total 512 Grand Total 2949
Click a tab to view performance in an exercise or return to the Points screen
Completion markers earned to date

Success Viewer – Points

To view details about the student's performance in an individual exercise, or to return to the Points screen, click the corresponding tab on the left. To exit the Success Viewer, click Exit.

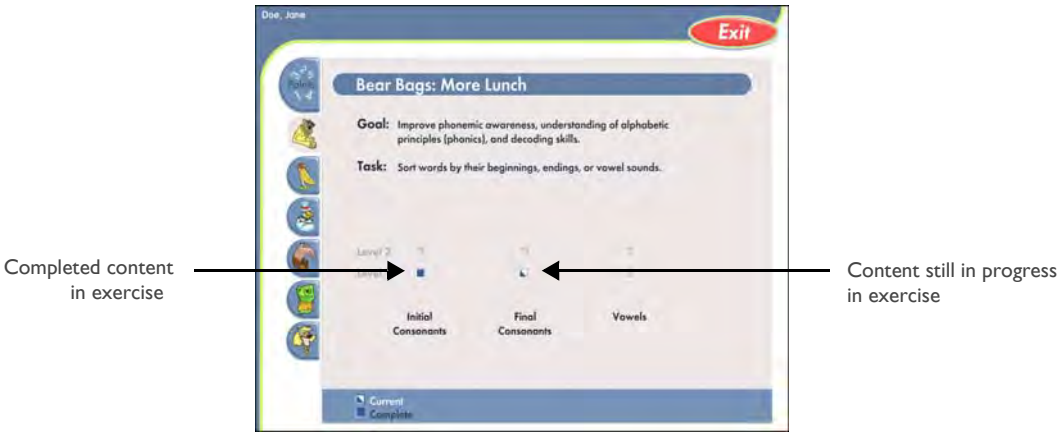
For each exercise, goal and task information appear at the top of the screen. Below that, results for each section of the exercise are indicated with graphs that reflect current and completed content.

The screen for Dog Bone displays a horizontal bar graph for each content level in the exercise.


Exit
Dog Bone
Goal: Improve listening comprehension, reading comprehension, and working memory skills.
Task: Read along as you listen to a story or non-fiction passage, and then choose the right word to answer questions about what you just read. Later, reread the same stories on your own and answer new questions about them.
Listen and read along
Read independently
Complete
Current
Completed content in exercise
Content still in progress in exercise

Success Viewer – Dog Bone

The rest of the screens display boxes for the content in each exercise.


Exit
Bear Bags: More Lunch
Goal: Improve phonemic awareness, understanding of alphabetic principles (phonics), and decoding skills.
Task: Sort words by their beginnings, endings, or vowel sounds.
Initial Consonants
Final Consonants
Vowels
Current
Complete
Completed content in exercise
Content still in progress in exercise

Success Viewer – Bear Bags: More Lunch

The Default Protocol

By default, the Fast ForWord Reading Level 2 product presents six exercises, for a total of 30 minutes each day. Each day's participation time can be divided into multiple sessions.

Using this protocol, Scientific Learning recommends that the student work on the Fast ForWord Reading Level 2 product five days a week, for an estimated 12 to 16 weeks.

A consistent daily routine that allows for intense repetition will maximize the benefits of the exercises. The student may take breaks between exercises, but not while an exercise is open.

Alternate protocols are available to meet different student requirements. Please refer to the user manual for your SciLearn platform software for more information. For details on all available protocols, visit *Customer Connect* online at www.scientificlearning.com/support.

Completing the Product

As the student masters an exercise in the Fast ForWord Reading Level 2 product, that exercise is closed and will not be visited again. When the student masters the last open exercise, the product is complete.

Chapter 8

Fast ForWord Reading Level 3

This chapter describes each of the Fast ForWord Reading Level 3 exercises and then outlines the administration process. For information on how to install, set up, or run the software, refer to the user manual for your SciLearn platform software.

The Exercises

The Fast ForWord Reading Level 3 product consists of six exercises that correlate to reading curriculum standards. These exercises help build on the Fast ForWord Reading Level 3 product by concentrating on reading knowledge and fluency, with a focus on phonology and spelling, morphological properties and complexity, syntactic complexity, vocabulary, and comprehension.

In addition, the Fast ForWord Reading Level 3 exercises help develop brain processing efficiency by strengthening four key areas—memory, attention, processing rate, and sequencing. For example, the exercises:

- Build memory by developing the ability to hold words and sentences in working memory while retrieving knowledge about vocabulary, spelling, and grammar from long-term memory.
- Improve attention by requiring selective focus on different aspects of words and sentences, and by requiring sustained focus on long sentences and paragraphs.
- Develop processing skills for linguistic, visual, and auditory information.
- Develop sequencing by strengthening the ability to use positional cues to identify missing letters and words, the ability to use word order to understand precise sentence meaning, and the ability to track temporal and causal event sequences in passages.

The following sections in this chapter describe the Fast ForWord Reading Level 3 exercises:

- Scrap Cat
- Canine Crew
- Twisted Pictures
- Chicken Dog
- Book Monkeys
- Hog Hat Zone

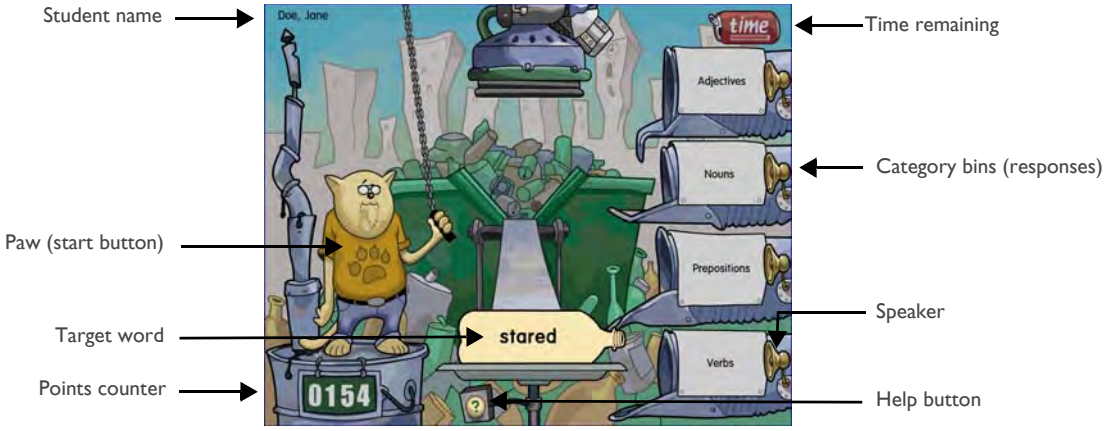
Each of the exercises in the product begins with an introduction that explains how to work on that exercise. As an alternative, you can choose to present the introductions in Spanish. To enable the Spanish introductions, refer to the user manual for your SciLearn platform software.

In addition, the Fast ForWord Reading Level 3 exercises include animations that play each time an exercise is opened. These fun and engaging screens are designed to help encourage and motivate students as they prepare to work on an exercise.

Scrap Cat

Scrap Cat uses categorization to help develop decoding skills, vocabulary, automatic word recognition, an understanding of semantics (meaning) and conceptual relationships, phonology (sound structure), morphology (word structure), and syntax (part of speech).

The object of Scrap Cat is to help recycle the bottles and cans by sorting the words into their appropriate categories.



Scrap Cat

Working on Scrap Cat

To work on Scrap Cat, the student clicks the yellow paw on Scrap Cat's T-shirt to start recycling. A bottle or can rolls down the recycling chute and displays a target word. The student must click the bin with the category that best corresponds to the target word. The can or bottle is then vacuumed by the sorting machine and launched into the chosen bin. Points are awarded for each correct answer, and bonus points are awarded after 10 correct answers.

Getting Help in Scrap Cat

Throughout the exercise, the student can click the speaker next to each category bin to hear an aural description of that category. This does not affect points or advancement in the exercise; however, the student can save time and sort more words by remembering the category instead of clicking the speaker.

If the student needs assistance identifying the meaning of the target word, the student can click the Help (**?**) button at the bottom of the recycling chute. A short definition of the word appears, along with the number of syllables in the word. The student can also click a speaker to hear the word pronounced.

When the student uses the Help button during a trial, the student will only receive one point if the trial is answered correctly. In addition, that trial will not count toward bonus points or advancement in the exercise.

Rewarding Progress in Scrap Cat

To engage the student, Scrap Cat presents fun animations throughout the exercise. Additionally, each time the student surpasses the highest score ever achieved in one session, the points counter lights up and the words *High Score* flash on the screen. These reward animations help motivate the student to work hard on the exercise and earn more points.

Mastering Scrap Cat

The student will continue to work on Scrap Cat until the skills in the exercise are mastered. Then, the exercise is closed. For more information on mastering exercises, see "Completing the Product" on page 171.

The following keyboard shortcuts are available in Scrap Cat:

Button	Keyboard shortcut
Paw (start button)	Space bar
Category bins, top to bottom	Number keys 1 through 4

Canine Crew

Canine Crew uses word pairing to help develop decoding skills, vocabulary, automatic word recognition, and an understanding of phonology (sound structure), semantics (meanings), and conceptual relationships.

The object of Canine Crew is to help the crew pave the streets and get traffic moving again by matching the bricks into pairs using the fewest number of clicks.

Canine Crew

Working on Canine Crew

To work on Canine Crew, the student clicks the yellow paw sign to display a grid of bricks with words written on them. Depending on the instructions given, the object is to match synonyms (words that have the same meaning), antonyms (words that have the opposite meaning), rhymes (words that end in the same sound), or homophones (words that sound the same but have different meanings).

Once the bricks are displayed, the student clicks a brick with a word. The student must find and click the brick with the matching word, based on the instructions given. If the student clicks two matching bricks in succession, the two bricks disappear. There is one brick that doesn't have a match. The student must avoid that brick to save a click. Points are awarded for each correct answer.

Getting Help in Canine Crew

To repeat the instructions on what type of words to match, the student can click the paw again. This does not affect points or advancement in the exercise; however, the student can save time and match more words by remembering the instructions instead of clicking the paw.

Rewarding Progress in Canine Crew

At the start of each grid, the wheelbarrow (click counter) in the lower right corner is full of small bricks. Each time a word is clicked, one brick in the wheelbarrow disappears. When there are no more bricks in the wheelbarrow, the student can still match words and earn points as usual; they just won't earn any bonus points. When the student matches all of the words on the screen, a bonus point is awarded for each brick that remains in the wheelbarrow.

To engage the student, Canine Crew presents fun animations throughout the exercise. Additionally, each time the student surpasses the highest score ever achieved in one session, the points counter lights up and the words *High Score* flash on the screen. These reward animations help motivate the student to work hard on the exercise and earn more points.

Mastering Canine Crew

The student will continue to work on Canine Crew until the skills in the exercise are mastered. Then, the exercise is closed. For more information on mastering exercises, see "Completing the Product" on page 171.

The following keyboard shortcut is available in Canine Crew:

Button	Keyboard shortcut
Paw (start button)	Space bar

Chicken Dog

Chicken Dog helps develop spelling, sensitivity to letter-sound correspondences, and phonemic awareness.

The object of Chicken Dog is to help Stella sell her tasty hot dogs by completing word spellings.

Chicken Dog

Working on Chicken Dog

To work on Chicken Dog, the student clicks the yellow paw on the cash register. A hot dog appears with an incomplete target word displayed on it. The target word is then pronounced. The student must click the condiment container that displays the correct missing letters to spell the pronounced word. Stella then serves the spelled hot dog to the hungry customer. Points are awarded for each correct answer, and bonus points are awarded after 10 correct answers.

Getting Help in Chicken Dog

To hear the target word pronounced again, the student can click the paw. This does not affect points or advancement in the exercise; however, the student can save time and spell more words by remembering the target word instead of clicking the paw.

Rewarding Progress in Chicken Dog

To engage the student, Chicken Dog presents fun animations throughout the exercise. Additionally, each time the student surpasses the highest score ever achieved in one session, the points counter lights up and the words *High Score* flash on the screen. These reward animations help motivate the student to work hard on the exercise and earn more points.

Mastering Chicken Dog

The student will continue to work on Chicken Dog until the skills in the exercise are mastered. Then, the exercise is closed. For more information on mastering exercises, see "Completing the Product" on page 171.

The following keyboard shortcuts are available in Chicken Dog:

Button	Keyboard shortcut
Paw (start button)	Space bar
Condiments, left to right/top to bottom	Number keys 1 through 5

Twisted Pictures

Twisted Pictures helps develop sentence comprehension, syntax (sentence structure), logical reasoning, and vocabulary.

The object of Twisted Pictures is to help the museum set up a new exhibit by matching the correct descriptive sentences to their corresponding paintings.

Twisted Pictures

Working on Twisted Pictures

To work on Twisted Pictures, the student clicks the yellow paw to see a painting and four sentences displayed on the screen. The student must review the painting, read the descriptive sentences, and then click the sentence that best describes what is happening in the painting. Points are awarded for each correct answer, and bonus points are awarded after 10 correct answers.

Rewarding Progress in Twisted Pictures

To engage the student, Twisted Pictures presents fun animations throughout the exercise. Additionally, each time the student surpasses the highest score ever achieved in one session, the points counter lights up and the words *High Score* flash on the screen. These reward animations help motivate the student to work hard on the exercise and earn more points.

Mastering Twisted Pictures

The student will continue to work on Twisted Pictures until the skills in the exercise are mastered. Then, the exercise is closed. For more information on mastering exercises, see "Completing the Product" on page 171.

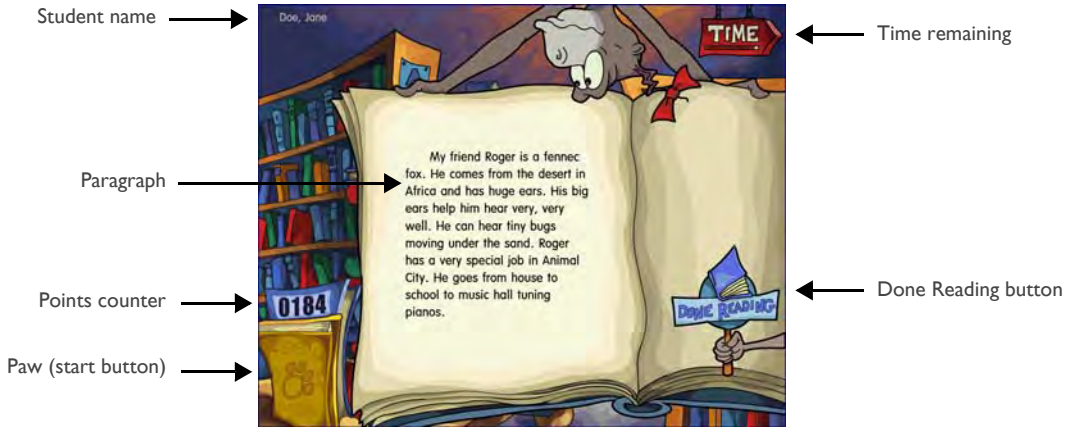
The following keyboard shortcuts are available in Twisted Pictures:

Button	Keyboard shortcut
Paw (start button)	Space bar
Responses, top to bottom	Number keys 1 through 4

Book Monkeys

Book Monkeys helps develop paragraph comprehension, the ability to make inferences, vocabulary, and the understanding of cause and effect.

The object of Book Monkeys is to help the librarian sort books by reading paragraphs and answering questions about those paragraphs.


Student name
Paragraph
Points counter
Paw (start button)
Doe, Jane
TIME
My friend Roger is a fennec fox. He comes from the desert in Africa and has huge ears. His big ears help him hear very, very well. He can hear tiny bugs moving under the sand. Roger has a very special job in Animal City. He goes from house to school to music hall tuning pianos.
0184
DONE READING
Time remaining
Done Reading button

Book Monkeys - Read a Paragraph

Working on Book Monkeys

To work on Book Monkeys, the student clicks the yellow paw. A monkey hangs from the ceiling and holds a book that displays a paragraph. When the student finishes reading the paragraph, the student clicks the Done Reading button in the lower right corner.

Book Monkeys - Answer a Question

Then, the librarian displays a question related to that paragraph. Other monkeys display possible answers on index cards. The student must read the question, then click the response that best answers the question. Points are awarded for each correct answer, and bonus points are awarded after 10 correct answers.

Rewarding Progress in Book Monkeys

To engage the student, Book Monkeys presents fun animations throughout the exercise. Additionally, each time the student surpasses the highest score ever achieved in one session, the points counter lights up and the words *High Score* flash on the screen. These reward animations help motivate the student to work hard on the exercise and earn more points.

Mastering Book Monkeys

The student will continue to work on Book Monkeys until the skills in the exercise are mastered. Then, the exercise is closed. For more information on mastering exercises, see "Completing the Product" on page 171.

The following keyboard shortcuts are available in Book Monkeys:

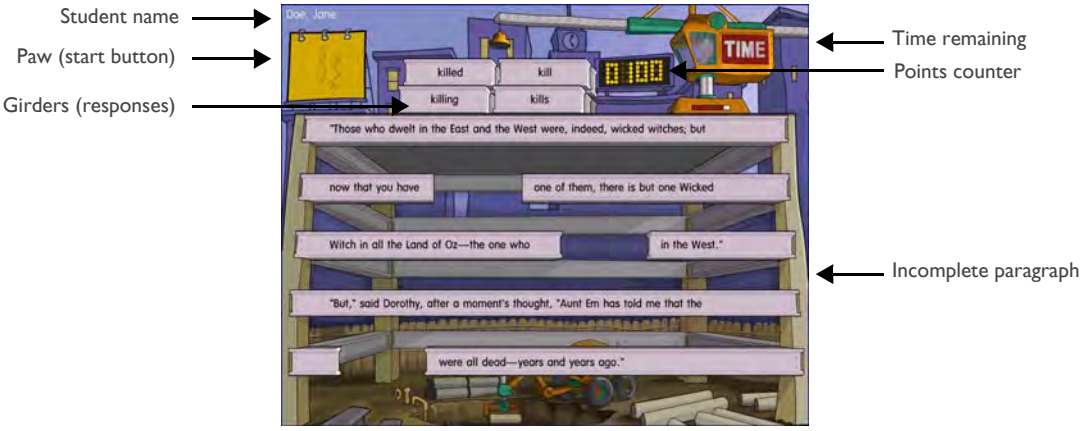
Button	Keyboard shortcut
Paw (start button)	Space bar
Done Reading	Space bar
Responses, top to bottom	Number keys 1 through 4

Hog Hat Zone

Hog Hat Zone helps develop paragraph comprehension as well as an understanding of pronouns, auxiliary verbs, prefixes, and suffixes. Hog Hat Zone also helps the student make the links between words and sentences, and helps build a foundation for further vocabulary growth.

The object of Hog Hat Zone is to help the construction crew fill in the missing pipes and girders by selecting the most appropriate words to fill in the blanks.

Hog Hat Zone - Pipes


Student name
Paw (start button)
Girders (responses)
Doe, Jane
TIME
0100
killed
kill
killing
kills
"Those who dwelt in the East and the West were, indeed, wicked witches; but
now that you have
one of them, there is but one Wicked
Witch in all the Land of Oz—the one who
in the West."
"But," said Dorothy, after a moment's thought, "Aunt Em has told me that the
were all dead—years and years ago."
Time remaining
Points counter
Incomplete paragraph

Hog Hat Zone - Girders

Working on Hog Hat Zone

To work on Hog Hat Zone, the student clicks the yellow paw to see a paragraph displayed on the underground pipes or framework girders. Some of the words are missing from the paragraph. Four choices for the first missing word are displayed on pipes or girders at the top of the screen. The student must click the word that best fills in the first blank. New choices will appear for the second blank.

The student must continue to fill in the missing words until paragraph is complete. When the last paragraph blank is correctly filled, a crane lowers the correct pipe or girder into place to complete the paragraph. Points are awarded for each correct answer, and bonus points are awarded after 10 correct answers. In Hog Hat Zone, a trial is one blank space in the paragraph.

To see the complete list of books and stories used to compile the exercise paragraphs for Hog Hat Zone, visit our Web site at www.scientificlearning.com/support.

Rewarding Progress in Hog Hat Zone

To engage the student, Hog Hat Zone presents fun animations throughout the exercise. Additionally, each time the student surpasses the highest score ever achieved in one session, the points counter lights up and the words *High Score* flash on the screen. These reward animations help motivate the student to work hard on the exercise and earn more points.

Mastering Hog Hat Zone

The student will continue to work on Hog Hat Zone until the skills in the exercise are mastered. Then, the exercise is closed. For more information on mastering exercises, see "Completing the Product" on page 171.

The following keyboard shortcuts are available in Hog Hat Zone:

Button	Keyboard shortcut
Paw (start button)	Space bar
Responses, left to right and top to bottom	Number keys 1 through 4

Administering the Exercises

Use the following information to help administer the Fast ForWord Reading Level 3 product session. For details on how to start the exercises, please refer to the user manual for your SciLearn platform software.

Checking the Exercise Status

While the student is working on an exercise, use the Exercise Status screen to view the time remaining or to quit the current exercise early.

Exercise Status

To access the Exercise Status screen while a student is working on an exercise, press and hold the Control key, then press the equal sign key (=).

The exercise clock does not pause while the Exercise Status screen is displayed. If the student needs to take a break, allow the student to take the break after the exercise ends.

When the Exercise Status screen is open:

- To return to the exercise, click Return.
- To quit the exercise, click Exit.

Completing an Exercise

When the student completes an exercise for the day, the exercise exits and returns the student to the Select an Exercise screen. To continue working, the student must click another exercise. To take a short break, the student should remain at the Select an Exercise screen. When the student is ready to work again, the student can select the next available exercise.

Exercises that have been completed for the day appear grayed out on the Select an Exercise screen.

Exercises also appear grayed out on the Select an Exercise screen when the exercise is not scheduled for the day, or when the exercise is closed because the content in the exercise has been mastered.

Exiting an Exercise Early

If the student exits an exercise early, that exercise will remain available on the Select an Exercise screen for the rest of the session. The student will be able to access the exercise until the daily time requirement is met; then, that exercise will no longer be available and will appear grayed out on the Select an Exercise screen.

The student should continue working on all available exercises until the exercises are completed and the protocol for the day is met.

Completing the Session

When the student completes all of the exercises scheduled for that day, participation bonus points are awarded and the Success Viewer appears.

A student can return to the exercises and continue working after the session is completed. This will not affect the next day's protocol.

Exiting the Session Early

If the student exits the session early, the Success Viewer appears. However, the student should start another session that day and continue working until all of the exercises are completed and the protocol for the day is met.

The Success Viewer

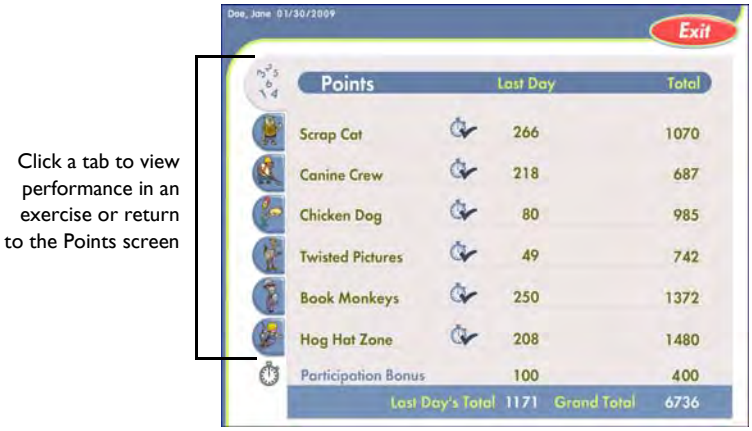
At the end of each session, the product calculates the results for that student and displays those results in the Success Viewer. This provides the student with an immediate review of his or her performance, as a reward and a motivation to continue working on the exercises.

The Success Viewer Screens

When the Success Viewer appears, it displays the Points screen. The Points screen shows the points earned on the last participation day (the current day if the student has just finished working), and the total points earned for each exercise. The Points screen also displays the last day's total points and the grand total points for all exercises.

The number of points earned in an exercise does not always reflect the student's performance in that exercise; points are used only as a reward for correct answers, and to encourage the student to continue working on the products.

The Points screen displays a clock next to an exercise when the student works on the exercise for the required number of minutes that day. When the protocol for the day is met, a clock appears next to all of the exercises, and the screen displays the participation bonus points.



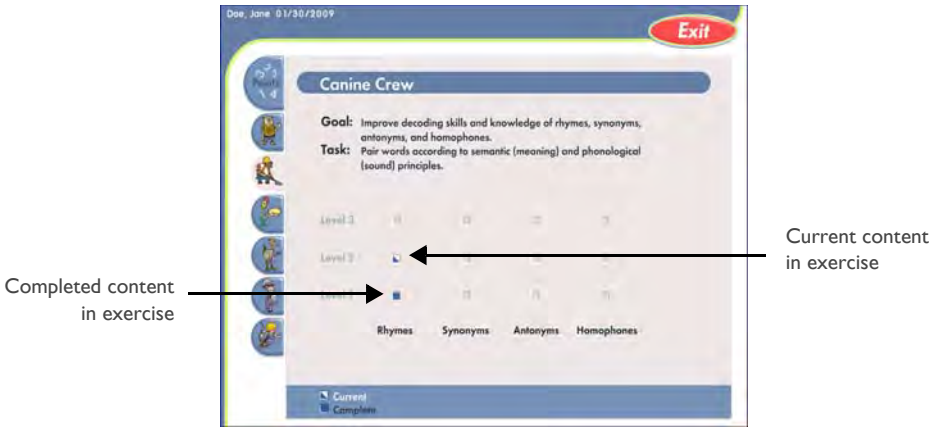
Click a tab to view performance in an exercise or return to the Points screen

Success Viewer – Points

To view details about the student's performance in each individual exercise, or to return to the Points screen, click the corresponding tab on the left. To exit the Success Viewer, click Exit.

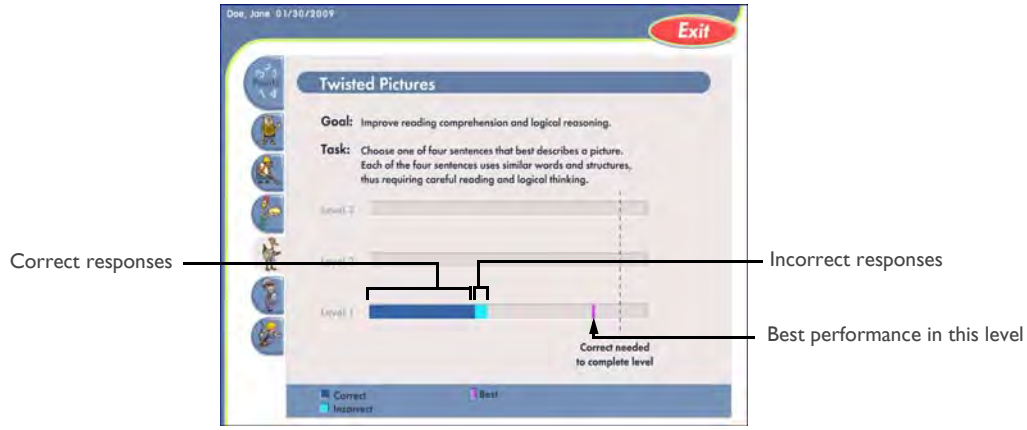
For each exercise, goal and task information appear at the top of the screen. Below that, results for each section of the exercise are indicated with graphs that reflect current and completed content.

The screens for Scrap Cat, Canine Crew, and Chicken Dog display boxes for the content in the exercise.



Success Viewer – Canine Crew

The screens for Twisted Pictures, Hog Hat Zone, and Book Monkeys display horizontal bar graphs for each content level in the exercise.


Doe, Jane 01/30/2009
Exit
Twisted Pictures
Goal: Improve reading comprehension and logical reasoning.
Task: Choose one of four sentences that best describes a picture. Each of the four sentences uses similar words and structures, thus requiring careful reading and logical thinking.
Correct needed to complete level
Correct
Incorrect
Best
Correct responses
Incorrect responses
Best performance in this level

Success Viewer – Twisted Pictures

If the bar representing correct answers does not reach the dashed line, the student must repeat all of the questions at the level, and the graphical representations for the level are reset.

The Default Protocol

By default, the Fast ForWord Reading Level 3 product presents two to three exercises, for a total of 30 minutes each day. Each day's participation time can be divided into multiple sessions. Using this protocol, Scientific Learning recommends that the student work on the Fast ForWord Reading Level 3 product five days a week, for an estimated 12 to 16 weeks.

A consistent daily routine that allows for intense repetition will maximize the benefits of the exercises. The student may take breaks between exercises, but not while an exercise is open.

Alternate protocols are available to meet different student requirements. Please refer to the user manual for your SciLearn platform software for more information. For details on all available protocols, visit *Customer Connect* online at www.scientificlearning.com/support.

Completing the Product

As the student masters an exercise in the Fast ForWord Reading Level 3 product, that exercise is closed and will not be visited again. When the student masters the last open exercise, the product is complete.

Chapter 9

Fast ForWord Reading Level 4

This chapter describes each of the Fast ForWord Reading Level 4 exercises and then outlines the administration process. For information on how to install, set up, or run the software, refer to the user manual for your SciLearn platform software.

The Exercises

The Fast ForWord Reading Level 4 product consists of six exercises that correlate to reading curriculum standards. These exercises expand reading skills by applying knowledge of word origins, word forms, sentence structures, and punctuation rules to improve comprehension.

In addition, the Fast ForWord Reading Level 4 exercises help develop brain processing efficiency by strengthening four key areas—memory, attention, processing rate, and sequencing. For example, the exercises:

- Build working memory by developing the ability to compare and match paragraphs to single sentence paraphrases.
- Improve attention by enhancing the ability to focus on different aspects of presented vocabulary and ignore distractions.
- Develop processing skills for linguistic, visual, and auditory information.
- Develop sequencing by strengthening the ability to use logical relationships, word order, and syntax to identify precise meanings.

The following sections in this chapter describe the Fast ForWord Reading Level 4 exercises:

- Hoof Beat
- Jitterbug Jukebox
- Stinky Bill’s Billboard
- Lulu’s Laundry Line
- Book Monkeys: Book Two
- Goat Quotes

Each of the exercises in the product begins with an introduction that explains how to work on that exercise. As an alternative, you can choose to present the introductions in Spanish. To enable the Spanish introductions, refer to the user manual for your SciLearn platform software.

In addition, the Fast ForWord Reading Level 4 exercises include animations that play each time an exercise is opened. These fun and engaging screens are designed to help encourage and motivate students as they prepare to work on an exercise.

Hoof Beat

Hoof Beat helps develop decoding skills, vocabulary, sentence comprehension, and the understanding of semantics (meaning), syntax (part of speech), phonology (sound structure), morphology (word structure), and orthography (spelling and alphabetizing). It also introduces the student to homophones (words that sound the same) and homographs (words that are spelled the same).

The object of Hoof Beat is to help the KPAW reporter decide which answer to broadcast by selecting the most accurate response to her interview question.

Hoof Beat

Working on Hoof Beat

To work on Hoof Beat, the student clicks the yellow paw on the reporter's microphone to present a word or instruction. Four responses are displayed on the screen. The student must read each response and then click the response that best corresponds to the word or instruction presented. Points are awarded for each correct answer, and bonus points are awarded after 10 correct answers.

Getting Help in Hoof Beat

For spelling questions, the student can click the paw to hear the word pronounced again. This does not affect points or advancement in the exercise; however, the student can save time and answer more questions by remembering the word instead of clicking the paw.

Rewarding Progress in Hoof Beat

To engage the student, Hoof Beat presents fun animations throughout the exercise. On each new day, the reporter moves to a different location within the city and interviews a new group of citizens. Additionally, each time the student surpasses the highest score ever achieved in one session, the points counter lights up and the words *High Score* flash on the screen. These reward animations help motivate the student to work hard on the exercise and earn more points.

Mastering Hoof Beat

The student will continue to work on Hoof Beat until the skills in the exercise are mastered. Then, the exercise is closed. For more information on mastering exercises, see "Completing the Product" on page 189.

The following keyboard shortcuts are available in Hoof Beat:

Button	Keyboard shortcut
Paw (start button)	Space bar
Responses, left to right	Number keys 1 through 4

Jitterbug Jukebox

Jitterbug Jukebox helps develop spelling, letter-sound correspondences and phonological awareness as the student spells words that are pronounced.

The object of Jitterbug Jukebox is to select tunes on the diner's old jukebox by spelling pronounced words.

Jitterbug Jukebox

Working on Jitterbug Jukebox

To work on Jitterbug Jukebox, the student clicks the yellow paw on the jukebox to hear a word pronounced. If the word is a homophone (words that sound the same but are spelled differently), the word is presented within a spoken sentence for clarity. The student must click the available letters to correctly spell the word, and then click the Done button. If an incorrect letter is clicked, or the Done button is clicked before the entire word is spelled, the trial ends immediately and the correct word appears. When the word is correctly spelled, a reward animation plays. Points are awarded for each correct answer, and bonus points are awarded after 10 correct answers.

Getting Help in Jitterbug Jukebox

To hear the target word or sentence pronounced again, the student can click the yellow paw. This does not affect points or advancement in the exercise; however, the student can save time and answer more questions by remembering the word or sentence instead of clicking the paw.

Rewarding Progress in Jitterbug Jukebox

To engage the student, Jitterbug Jukebox presents fun animations throughout the exercise. Additionally, each time the student surpasses the highest score ever achieved in one session, the points counter lights up and the words *High Score* flash on the screen. These reward animations help motivate the student to work hard on the exercise and earn more points.

Mastering Jitterbug Jukebox

The student will continue to work on Jitterbug Jukebox until the skills in the exercise are mastered. Then, the exercise is closed. For more information on mastering exercises, see "Completing the Product" on page 189.

The following keyboard shortcuts are available in Jitterbug Jukebox:

Button	Keyboard shortcut
Paw (start button)	Space bar
Letters	Corresponding letters on the keyboard
Done	Enter/Return

Stinky Bill's Billboard

Stinky Bill's Billboard helps develop sentence comprehension while reinforcing the links between word meaning and sentence structure. The exercise also focuses on decoding, which helps build a foundation for further vocabulary growth and a better understanding of word structure.

The object of Stinky Bill's Billboard is to help Bill put up his billboard by selecting the correct word to complete the sentence.

Stinky Bill's Billboard

Working on Stinky Bill's Billboard

To work on Stinky Bill's Billboard, the student clicks the yellow paw to see Bill paste a sentence on his billboard. A few words fall into the hands of the animals below. The student must read the sentence, review the responses, and then click the word that best completes the sentence. Points are awarded for each correct answer, and bonus points are awarded after 10 correct answers.

Rewarding Progress in Stinky Bill's Billboard

To engage the student, Stinky Bill's Billboard presents fun animations throughout the exercise. Additionally, each time the student surpasses the highest score ever achieved in one session, the points counter lights up and the words *High Score* flash on the screen. These reward animations help motivate the student to work hard on the exercise and earn more points.

Mastering Stinky Bill's Billboard

The student will continue to work on Stinky Bill's Billboard until the skills in the exercise are mastered. Then, the exercise is closed. For more information on mastering exercises, see "Completing the Product" on page 189.

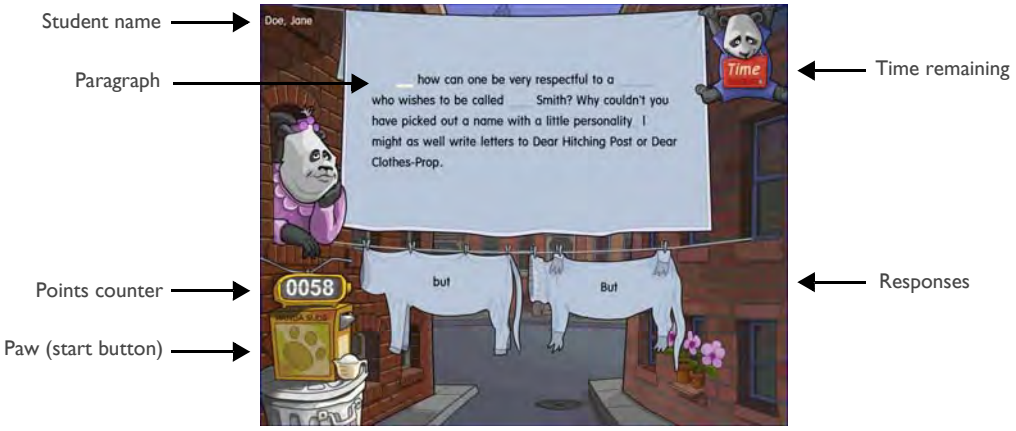
The following keyboard shortcuts are available in Stinky Bill's Billboard:

Button	Keyboard shortcut
Paw (start button)	Space bar
Responses, left to right	Number keys 1 through 4

Lulu's Laundry Line

Lulu's Laundry Line helps develop capitalization and punctuation skills as the student edits sentences and short paragraphs. This exercise also helps the student understand the links between words and sentences, and builds a foundation for better sentence and paragraph comprehension.

The object of Lulu's Laundry Line is to help Lulu sort the laundry by correctly selecting the word or punctuation mark that belongs in the displayed paragraph.


Student name
Paragraph
Points counter
Paw (start button)
Doe, Jane
__ how can one be very respectful to a ____ who wishes to be called ____ Smith? Why couldn't you have picked out a name with a little personality. I might as well write letters to Dear Hitching Post or Dear Clothes-Prop.
Time
0058
but
But
Time remaining
Responses

Lulu's Laundry Line

Working on Lulu's Laundry Line

To work on Lulu's Laundry Line, the student clicks the yellow paw on the box of soap to see a paragraph displayed. Some of the words and punctuation are missing from the paragraph. Two to four choices for the first missing word or punctuation mark are displayed on Lulu's line of freshly hung laundry. The student must click the word or punctuation mark that best fills in the first blank. Then, new choices appear for the second blank. The student must continue to fill in the missing words and punctuation until the paragraph is complete. Points are awarded for each correct answer, and bonus points are awarded after 10 correct answers. In Lulu's Laundry Line, a trial is one blank space in the paragraph.

To see the complete list of books and stories used to compile the exercise paragraphs for Lulu's Laundry Line, visit our Web site at www.scientificlearning.com/support.

Rewarding Progress in Lulu's Laundry Line

To engage the student, Lulu's Laundry Line presents fun animations throughout the exercise. Additionally, each time the student surpasses the highest score ever achieved in one session, the points counter lights up and the words *High Score* flash on the screen. These reward animations help motivate the student to work hard on the exercise and earn more points.

Mastering Lulu's Laundry Line

The student will continue to work on Lulu's Laundry Line until the skills in the exercise are mastered. Then, the exercise is closed. For more information on mastering exercises, see "Completing the Product" on page 189.

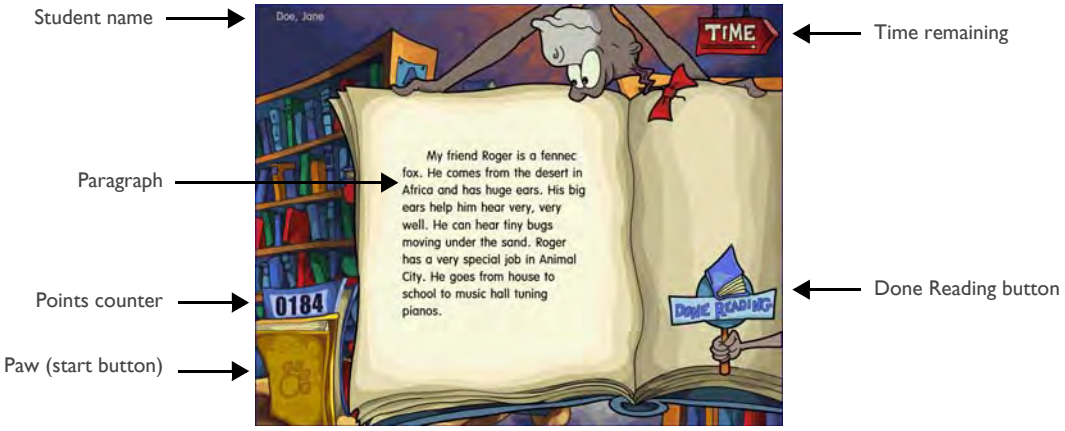
The following keyboard shortcuts are available in Lulu's Laundry Line:

Button	Keyboard shortcut
Paw (start button)	Space bar
Responses, top left to bottom right	Number keys 1 through 4

Book Monkeys: Book Two

Book Monkeys: Book Two helps develop paragraph comprehension, working memory, and vocabulary. It also helps expand the understanding of cause and effect, and exercises the ability to make inferences.

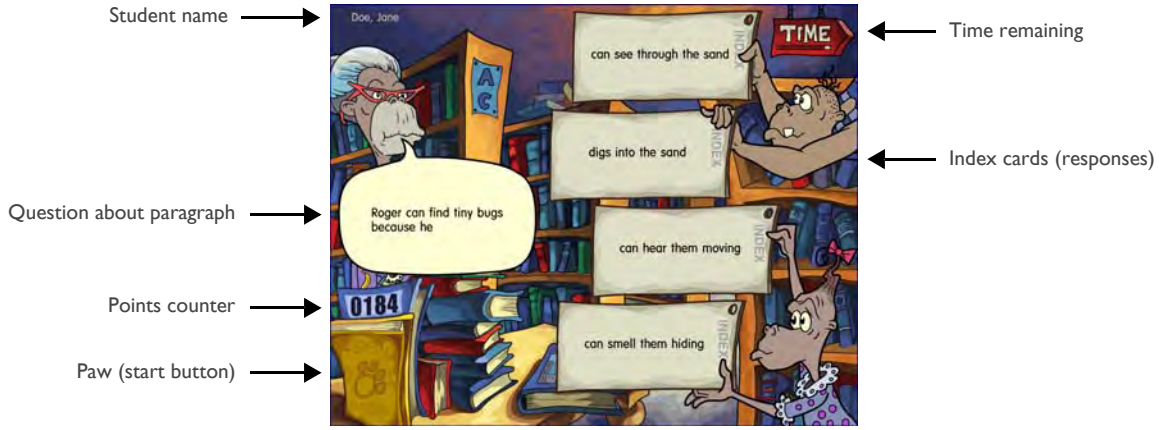
The object of Book Monkeys: Book Two is to help the librarian sort the books in the library by reading paragraphs, tables, and schedules, and then answering questions about them.


Student name
Paragraph
Points counter
Paw (start button)
Doe, Jane
TIME
My friend Roger is a fennec fox. He comes from the desert in Africa and has huge ears. His big ears help him hear very, very well. He can hear tiny bugs moving under the sand. Roger has a very special job in Animal City. He goes from house to school to music hall tuning pianos.
0184
DONE READING
Time remaining
Done Reading button

Book Monkeys: Book Two – Read a Paragraph

Working on Book Monkeys: Book Two

Book Monkeys: Book Two begins among the bookshelves. To work on the exercise, the student clicks the yellow paw. A monkey hangs from the ceiling and holds a book that displays a paragraph. When the student finishes reading the paragraph, the student clicks the Done Reading button in the lower right corner.



Book Monkeys: Book Two – Answer a Question

Then, the librarian displays a question related to that paragraph. Other monkeys display possible answers on index cards. The student must read the question, then click the response that best answers the question.

As the student progresses in the exercise, the librarian moves into the Reading Room.

Book Monkeys: Book Two – Reading Room

To work on Book Monkeys: Book Two in the Reading Room, the student clicks the yellow paw to see the table or schedule. The table or schedule remains on the screen as the librarian asks a question. A few monkeys display possible answers. The student must click the response that works best in the table or schedule.

The student will continue to alternate between activities in the bookshelves and the Reading Room until the exercise is complete. In both sections, points are awarded for each correct answer, and bonus points are awarded after 10 correct answers.

Rewarding Progress in Book Monkeys: Book Two

To engage the student, Book Monkeys: Book Two presents fun animations throughout the exercise. Additionally, each time the student surpasses the highest score ever achieved in one session, the points counter lights up and the words *High Score* flash on the screen. These reward animations help motivate the student to work hard on the exercise and earn more points.

Mastering Book Monkeys: Book Two

The student will continue to work on Book Monkeys: Book Two until the skills in the exercise are mastered. Then, the exercise is closed. For more information on mastering exercises, see "Completing the Product" on page 189.

The following keyboard shortcuts are available in Book Monkeys: Book Two:

Button	Keyboard shortcut
Paw (start button)	Space bar
Done Reading	Space bar
Responses, left to right and top to bottom	Number keys 1 through 4

Goat Quotes

Goat Quotes helps develop sentence and paragraph comprehension as the student learns to paraphrase short paragraphs. Working memory, logical reasoning, decoding, syntax (grammar), and vocabulary are also strengthened in this exercise.

The object of Goat Quotes is to help choose the sentence that accurately represents the newsstand headline.

Student name
Points counter
Paw (start button)
Doe, Jane
0104
The walrus visits the dentist. The leopard visits the dentist.
Time
Headline
Time remaining
The dentist visits the walrus, and so does the leopard.
The walrus visits the leopard, and so does the dentist.
The walrus visits the dentist, and so does the leopard.
The dentist visits the leopard, and so does the walrus.
Sentences (responses)

Goat Quotes

Working on Goat Quotes

To work on Goat Quotes, the student clicks the yellow paw to see a headline displayed on the sign above the newsstand. The four newspapers below display sentences that attempt to paraphrase the headline, but only one is correct. The student must read the headline and sentences, then click the sentence that best matches the headline. Points are awarded for each correct answer, and bonus points are awarded after 10 correct answers.

Rewarding Progress in Goat Quotes

To engage the student, Goat Quotes presents fun animations throughout the exercise. Additionally, each time the student surpasses the highest score ever achieved in one session, the points counter lights up and the words *High Score* flash on the screen. These reward animations help motivate the student to work hard on the exercise and earn more points.

Mastering Goat Quotes

The student will continue to work on Goat Quotes until the skills in the exercise are mastered. Then, the exercise is closed. For more information on mastering exercises, see "Completing the Product" on page 189.

The following keyboard shortcuts are available in Goat Quotes:

Button	Keyboard shortcut
Paw	Space bar
Responses, top to bottom	Number keys 1 through 4

Administering the Exercises

Use the following information to help administer the Fast ForWord Reading Level 4 product session. For details on how to start the exercises, please refer to the user manual for your SciLearn platform software.

Checking the Exercise Status

While the student is working on an exercise, use the Exercise Status screen to view the time remaining or to quit the current exercise early.

Exercise Status

To access the Exercise Status screen while a student is working on an exercise, press and hold the Control key, then press the equal sign key (=).

The exercise clock does not pause while the Exercise Status screen is displayed. If the student needs to take a break, allow the student to take the break after the exercise ends.

When the Exercise Status screen is open:

- To return to the exercise, click Return.
- To quit the exercise, click Exit.

Completing an Exercise

When the student completes an exercise for the day, the exercise exits and returns the student to the Select an Exercise screen. To continue working, the student must click another exercise. To take a short break, the student should remain at the Select an Exercise screen. When the student is ready to work again, the student can select the next available exercise.

Exercises that have been completed for the day appear grayed out on the Select an Exercise screen.

Exercises also appear grayed out on the Select an Exercise screen when the exercise is not scheduled for the day, or when the exercise is closed because the content in the exercise has been mastered.

Exiting an Exercise Early

If the student exits an exercise early, that exercise will remain available on the Select an Exercise screen for the rest of the session. The student will be able to access the exercise until the daily time requirement is met; then, that exercise will no longer be available and will appear grayed out on the Select an Exercise screen.

The student should continue working on all available exercises until the exercises are completed and the protocol for the day is met.

Completing the Session

When the student completes all of the exercises scheduled for that day, participation bonus points are awarded and the Success Viewer appears.

A student can return to the exercises and continue working after the session is completed. This will not affect the next day's protocol.

Exiting the Session Early

If the student exits the session early, the Success Viewer appears. However, the student should start another session that day and continue working until all of the exercises are completed and the protocol for the day is met.

The Success Viewer

At the end of each session, the product calculates the results for that student and displays those results in the Success Viewer. This provides the student with an immediate review of his or her performance, as a reward and a motivation to continue working on the exercises.

The Success Viewer Screens

When the Success Viewer appears, it displays the Points screen. The Points screen shows the points earned on the last participation day (the current day if the student has just finished working), and the total points earned for each exercise. The Points screen also displays the last day's total points and the grand total points for all exercises.

The number of points earned in an exercise does not always reflect the student's performance in that exercise; points are used only as a reward for correct answers, and to encourage the student to continue working on the products.

The Points screen displays a clock next to an exercise when the student works on the exercise for the required number of minutes that day. When the protocol for the day is met, a clock appears next to all of the exercises, and the screen displays the participation bonus points.

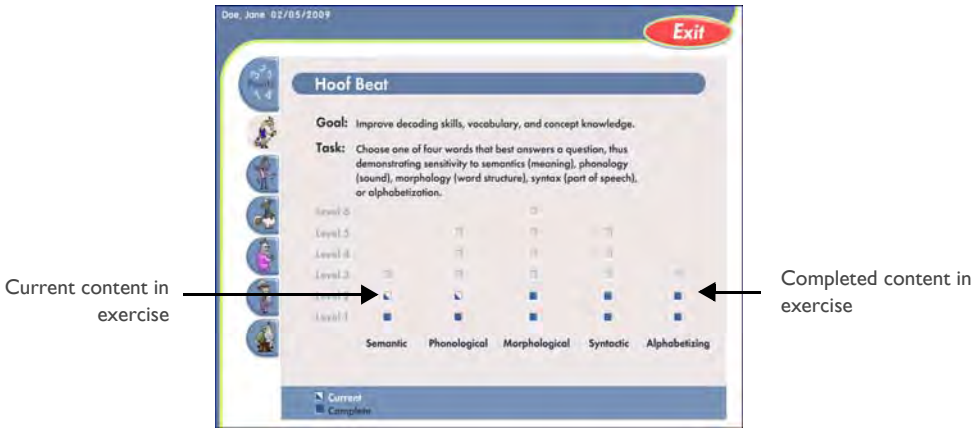
Doe, Jane 02/05/2009
Exit
Points
Last Day
Total
Hoof Beat 266 1070
Jitterbug Jukebox 218 687
Stinky Bill's Billboards 80 985
Lulu's Laundry Line 49 742
Book Monkeys: Book 2 250 1372
Goat Quotes 208 1480
Participation Bonus 100 400
Last Day's Total 1171
Grand Total 6736
Click a tab to view performance in an exercise or return to the Points screen

Success Viewer – Points

To view details about the student's performance in each individual exercise, or to return to the Points screen, click the corresponding tab on the left. To exit the Success Viewer, click Exit.

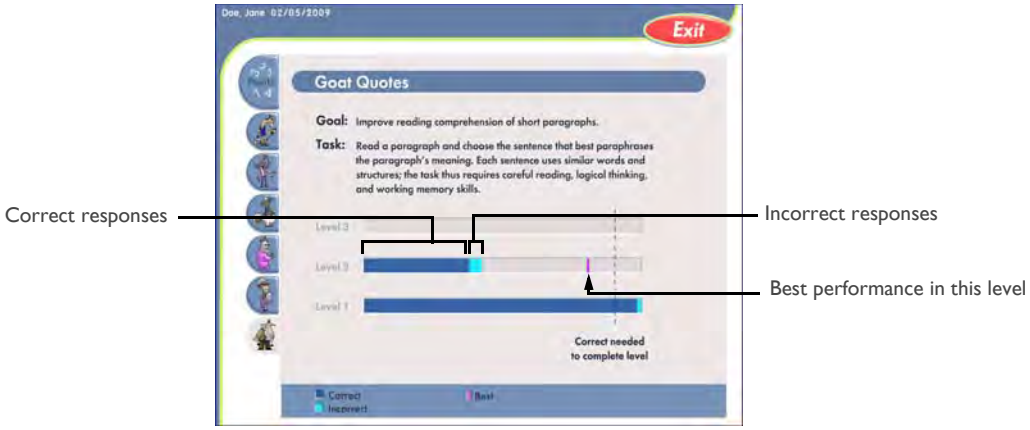
For each exercise, goal and task information appear at the top of the screen. Below that, results for each section of the exercise are indicated with graphs that reflect current and completed content.

The screens for Hoof Beat and Jitterbug Jukebox display boxes for the content in the exercise.


Exit
Hoof Beat
Goal: Improve decoding skills, vocabulary, and concept knowledge.
Task: Choose one of four words that best answers a question, thus demonstrating sensitivity to semantics (meaning), phonology (sound), morphology (word structure), syntax (part of speech), or alphabetization.
Semantic
Phonological
Morphological
Syntactic
Alphabetizing
Current content in exercise
Completed content in exercise

Success Viewer – Hoof Beat

The screens for Goat Quotes, Lulu's Laundry Line, Stinky Bill's Billboard, and Book Monkeys: Book Two display horizontal bar graphs for each content level in the exercise.


Exit
Goat Quotes
Goal: Improve reading comprehension of short paragraphs.
Task: Read a paragraph and choose the sentence that best paraphrases the paragraph's meaning. Each sentence uses similar words and structures; the task thus requires careful reading, logical thinking, and working memory skills.
Correct needed to complete level
Correct responses
Incorrect responses
Best performance in this level

Success Viewer – Goat Quotes

The Default Protocol

If the bar representing correct answers does not reach the dashed line, the student must repeat all of the questions at the level, and the graphical representations for the level are reset.

By default, the Fast ForWord Reading Level 4 product presents two to three exercises, for a total of 30 minutes each day. Each day's participation time can be divided into multiple sessions. Using this protocol, Scientific Learning recommends that the student work on the Fast ForWord Reading Level 4 product five days a week, for an estimated 12 to 16 weeks.

A consistent daily routine that allows for intense repetition will maximize the benefits of the exercises. The student may take breaks between exercises, but not while an exercise is open.

Alternate protocols are available to meet different student requirements. Please refer to the user manual for your SciLearn platform software for more information. For details on all available protocols, visit *Customer Connect* online at www.scientificlearning.com/support.

Completing the Product

As the student masters an exercise in the Fast ForWord Reading Level 4 product, that exercise is closed and will not be visited again. When the student masters the last open exercise, the product is complete.

Chapter 10

Fast ForWord Reading Level 5

This chapter describes each of the Fast ForWord Reading Level 5 exercises and then outlines the administration process. For information on how to install, set up, or run the software, refer to the user manual for your SciLearn platform software.

The Exercises

The Fast ForWord Reading Level 5 product consists of five exercises that correlate to reading curriculum standards. These exercises concentrate on enhancing advanced reading comprehension and expanding vocabulary skills.

In addition, the Fast ForWord Reading Level 5 exercises help develop brain processing efficiency by strengthening four key areas—memory, attention, processing rate, and sequencing. For example, the exercises:

- Build working memory by developing the ability to hold words and sentences in working memory while completing or reorganizing sentences and paragraphs.
- Improve attention by enhancing the ability to selectively focus on critical information while sustaining attention across longer text passages and question sets.
- Develop processing by enhancing the ability to fluently extract and integrate meaning from longer text passages.
- Develop sequencing by strengthening the ability to recognize causal and temporal event sequences in text passages.

The following sections in this chapter describe the Fast ForWord Reading Level 5 exercises:

- Wood Works
- Gator Jam
- Toad Loader
- Lana's Lanes
- Quack Splash

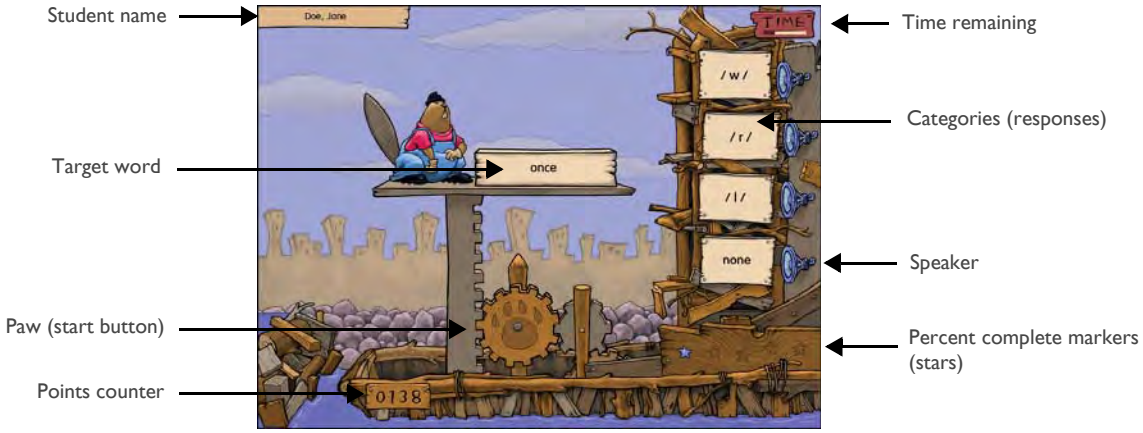
Each of the exercises in the product begins with an introduction that explains how to work on that exercise. As an alternative, you can choose to present the introductions in Spanish. To enable the Spanish introductions, refer to the user manual for your SciLearn platform software.

In addition, the Fast ForWord Reading Level 5 exercises include animations that play each time an exercise is opened. These fun and engaging screens are designed to help encourage and motivate students as they prepare to work on an exercise.

Wood Works

Wood Works uses categorization to help build accuracy and fluency in spelling, decoding, and phonemic analysis.

The object of Wood Works is to help the wood worker build the dam by sorting the written or pronounced words into the appropriate phonemic or spelling-based categories.



Wood Works

Working on Wood Works

To work on Wood Works, the student clicks the yellow paw on the barge to see a word displayed on a piece of wood. Each of the four category bins on the right display a phonetic symbol. One of these symbols represents a sound in the word. The student must identify and then click the category bin with the correct phonetic symbol to sort the word into the proper phonemic category.

As the student progresses, the exercise presents a new task. The student must listen carefully as a word with a target spelling pattern is pronounced. Now, each of the category bins displays a spelling pattern. One of these spelling patterns is found in the target word. The student must identify and click the category bin with the correct spelling pattern to sort the word. The word is briefly displayed to reinforce the spelling pattern, and then it is sorted into the proper category.

Throughout Wood Works, points are awarded for each correct answer, and bonus points are awarded after 10 correct answers.

Getting Help in Wood Works

When a group of phonemic categories is first seen, the exercise presents an aural description of each category. The student can click the speaker next to each bin to hear a category description again; however, the student receives fewer points for a correct answer, and that answer is not counted toward bonus points or advancement in the exercise.

The table below lists the phonetic symbols used in Wood Works.

Phonetic Symbol	Key Words
/ch/	**ch**erry, pic**t**ure
/j/	**j**am, fu**dg**e
/k/	**c**at, ba**k**e
/l/	**l**amp, do**ll**
/n/	**n**ut, fu**nn**y
/ng/	mo**n**key, ki**ng**
/r/	**r**oad, **wr**ong
/s/	**s**now, pla**c**e
/sh/	**sh**ark, na**t**ion
/th/	**th**umb, pa**th**
/w/	**w**ater, **o**nce
/z/	**z**ebra, chee**s**e
/zh/	divi**s**ion, rou**g**e
/a/	**a**pple, c**a**t
/ā/	d**ay**, gr**ea**test
/e/	**e**gg, b**e**d
/ē/	m**e**, luck**y**
/i/	**i**nch, p**i**g
/ī/	**i**ce, fl**y**
/ō/	g**o**, **oa**k
/oi/	**oi**l, t**oy**
/ou/	**ou**tside, all**ow**
/ə/	**u**pon, zebr**a**

Rewarding Progress in Wood Works

Wood Works encourages the student to continue working on the exercise by displaying completion markers (stars) on the screen as the student masters the content within the exercise. Each marker represents a portion of the exercise. When all of the stars light up, the exercise is complete.

To engage the student, Wood Works presents fun animations throughout the exercise. Additionally, each time the student surpasses the highest score ever achieved in one session, the points counter lights up and the words High Score flash on the screen. These reward animations help motivate the student to work hard on the exercise and earn more points.

Wood Works – Fluency Round

When the paw turns into a timer, the fluency round (or speed round) begins. The student must work on the exercise as before, but faster; the student only has a few seconds to sort each word. The student should sort each word as quickly as possible, without making mistakes, to earn the most points. In the fluency round, bonus points are not displayed until the fluency round ends. The fluency round ends when the timer runs out.

Wood Works tracks responses during the fluency round, but the round does not affect a student's progress in the exercise. Instead, the fluency round provides an opportunity for the student to review the material at a faster pace and earn extra points.

Mastering Wood Works

The student will continue to work on Wood Works until the skills in the exercise are mastered. Then, the exercise is closed. For more information on mastering exercises, see "Completing the Product" on page 217.

The following keyboard shortcuts are available in Wood Works:

Button	Keyboard shortcut
Paw (start button)	Space bar
Category bins, top to bottom	Number keys 1 through 4

Gator Jam

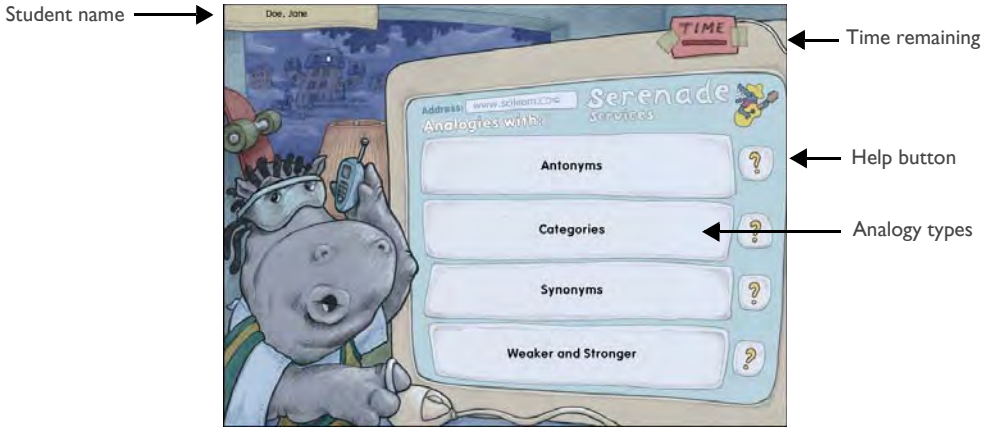
Gator Jam uses analogies to help build vocabulary with Greek and Latin roots and affixes, and to help improve critical thinking and abstract reasoning.

The object of Gator Jam is help the hippo serenade his sweetheart by completing, and then categorizing, the various types of analogies presented in the exercise. These two tasks alternate throughout Gator Jam, and are detailed in the following sections:

- **Complete an analogy** – Select the word that is missing from the analogy
- **Categorize an analogy** – Read an analogy and select the type of analogy it represents

Working on Completing Analogies in Gator Jam

Gator Jam begins inside the hippo's house, at his computer, which displays a list of four analogy types on which the student must work.



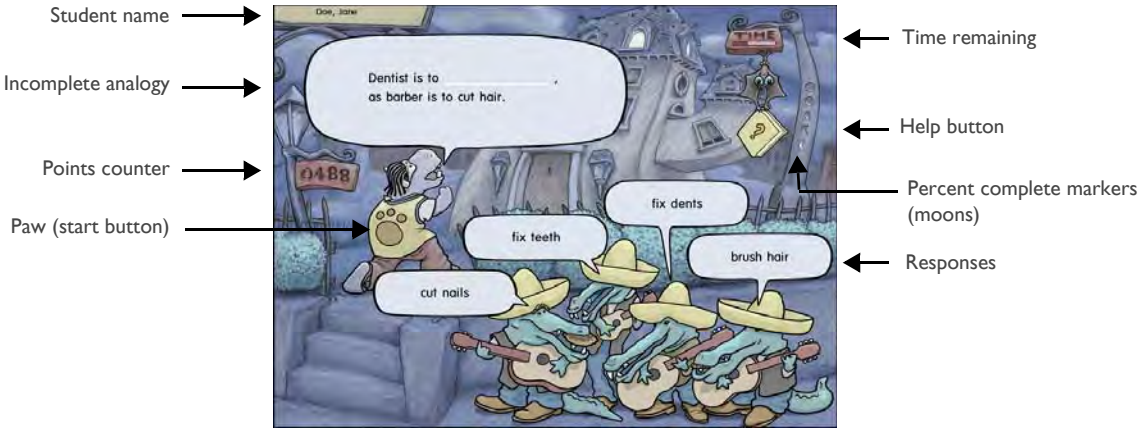
Gator Jam – Select an Analogy Type

To start working on Gator Jam, the student selects an analogy type. The first time an analogy type is selected, a definition of the analogy type appears, which the student can close by clicking the Done Reading button. To see the definition of an analogy type again, the student can click the Help (?) button next to that analogy type. This does not cost points and does not affect the student's standing in the exercise.

Gator Jam presents the following analogy types throughout the exercise.

Analogy Types	
Synonyms	Antonyms
Weaker and Stronger	Categories
Part to Whole	Grammatical Forms
Features	Locations
Cause and Effect	Creator and Creation
Features	Tools

Once the student selects an analogy type, the exercise then moves outside, where the spirited band plays music to help the hippo serenade his sweetheart.



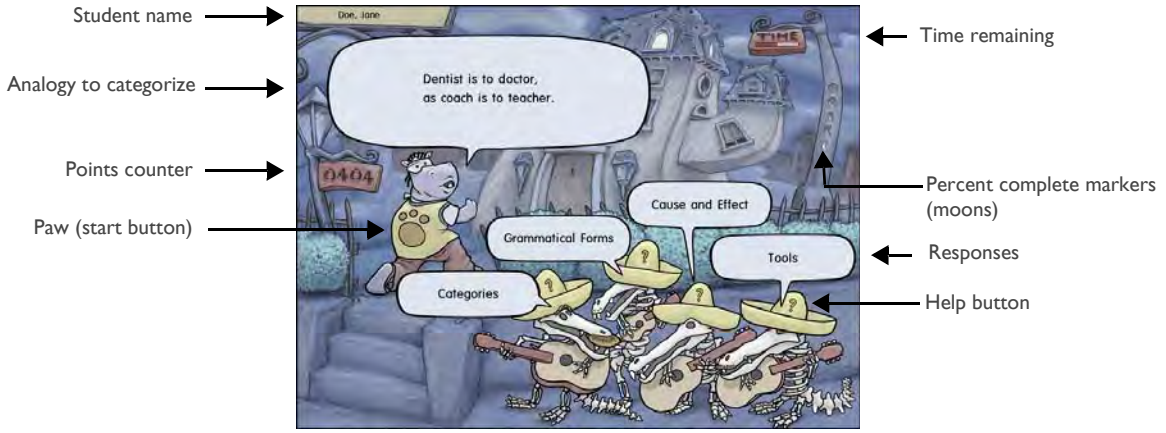
Gator Jam – Complete an Analogy

To work on this task, the student clicks the yellow paw on the hippo's T-shirt to view an incomplete analogy from the selected analogy type. Four possible responses are displayed by the musicians in the band. One of the musicians displays the missing word or phrase that correctly completes the analogy. The student must click the correct response to complete the analogy.

After the student works on all analogies in the selected analogy type, the exercise returns to the computer screen with the list of analogy types. The student selects one of the remaining analogy types, and the exercise presents a few more analogies for the student to complete. This continues until all of the analogy types listed on the computer screen have been presented.

Working on Categorizing Analogies in Gator Jam

As the student progresses, Gator Jam presents the next activity—categorizing analogies.



Gator Jam – Categorize an Analogy

To work on this task, the student clicks the yellow paw. Gator Jam displays one of the completed analogy statements from earlier in the exercise. Each of the four musicians display an analogy type.

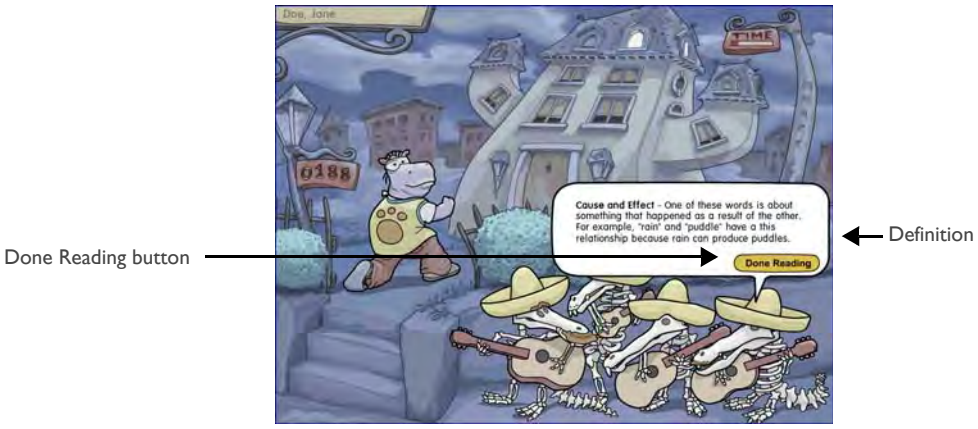
The student must click the analogy type that correctly categorizes the analogical relationship in that statement.

Gator Jam tracks responses during this task, but does not count the trials toward a student's completion of the exercise. Instead, this task provides an opportunity for the student to review analogies and earn extra points.

Getting Help in Gator Jam

Gator Jam – Completing Analogies Help

In the completing analogies task, if the student needs assistance identifying the correct response, the student can click the Help button on the bat's book to see one or more words from the analogy and responses. To see a definition of a word, the student can click the question mark.


Done Reading button
Definition
Cause and Effect - One of these words is about something that happened as a result of the other. For example, "rain" and "puddle" have a this relationship because rain can produce puddles.
Done Reading

Gator Jam – Categorizing Analogies Help

In the categorizing analogies task, if the student needs help understanding an analogy, the student can click the Help button on the musician's hat to see a definition of that analogy. When finished, the student clicks the Done Reading button.

If the Help button is used during a trial, fewer points are awarded for a correct answer. The trial will still be counted toward advancement in the exercise.

Throughout Gator Jam, points are awarded for each correct answer, and bonus points are awarded after 12 correct answers.

Rewarding Progress in Gator Jam

Gator Jam encourages the student to continue working on the exercise by displaying completion markers (moons) on the screen as the student masters the content within the exercise. Each marker represents a portion of the exercise. When all of the moons light up, the exercise is complete.

To engage the student, Gator Jam presents fun animations throughout the exercise. Additionally, each time the student surpasses the highest score ever achieved in one session, the points counter lights up and the words *High Score* flash on the screen. These reward animations help motivate the student to work hard on the exercise and earn more points.

Mastering Gator Jam

The student will continue to work on Gator Jam until the skills in the exercise are mastered. Then, the exercise is closed. For more information on mastering exercises, see "Completing the Product" on page 217.

The following keyboard shortcuts are available in Gator Jam:

Button	Keyboard shortcut
Paw (start button)	Space bar
Responses, left to right	Number keys 1 through 4

Toad Loader

Toad Loader helps develop accuracy and fluency in recognizing sentence structures and constructing sentences by manipulating grammatical forms and inflections.

The object of Toad Loader is to help the toad load his packages by constructing sentences that correctly describe pictures.

Toad Loader

Working on Toad Loader

To work on Toad Loader, the student clicks the yellow paw on the crate. A picture appears behind the toad, depicting a scene. Four sentence fragments appear as packing labels on the right side of the screen. Based on grammar and semantics, only one of these sentence fragments can be used to build a sentence that correctly describes the scene in the picture. The student must read each fragment and then click the one that should come first in the sentence. When the correct response is selected, the toad grabs and pastes that label onto the box he is packing.

The exercise then presents four more sentence fragments, one of which comes next in the sentence. The student must continue to select the correct sentence fragments, in the correct order, until the sentence is built. To advance in the exercise, all sentence fragments must be selected correctly.

Toad Loader presents multiple grammatical structures throughout the exercise. As the student progresses, the exercise presents longer sentences, more challenging grammatical structures, and more advanced vocabulary with academic terms.

Throughout Toad Loader, points are awarded for each correct answer. Additional points are awarded for sentences that are completed without any incorrect answers. Bonus points are awarded after 4 sentences are completed.

Getting Help in Toad Loader

Early in the exercise, Toad Loader displays the beginning of the sentence on the box the toad is packing. As the student progresses, the exercise no longer provides this clue; the student must construct the entire sentence without help.

Rewarding Progress in Toad Loader

Toad Loader encourages the student to continue working on the exercise by displaying completion markers (stamps) on the screen as the student masters the content within the exercise. Each marker represents a portion of the exercise. When all of the stars light up, the exercise is complete.

To engage the student, Toad Loader presents fun animations throughout the exercise. Additionally, each time the student surpasses the highest score ever achieved in one session, the points counter lights up and the words *High Score* flash on the screen. These reward animations help motivate the student to work hard on the exercise and earn more points.

Mastering Toad Loader

The student will continue to work on Toad Loader until the skills in the exercise are mastered. Then, the exercise is closed. For more information on mastering exercises, see "Completing the Product" on page 217.

The following keyboard shortcuts are available in Toad Loader:

Button	Keyboard shortcut
Paw (start button)	Space bar
Responses, top to bottom	Number keys 1 through 4

Lana's Lanes

Lana's Lanes helps develop reading comprehension strategies as the student works with fiction and nonfiction passages that include a wide range of literary structures and devices.

The object of Lana's Lanes is to read a passage, then organize information from the passage using a range of different comprehension strategies. These strategies are then reinforced as the student answers comprehension questions about the reorganized information.

Lana's Lanes

Working on Lana's Lanes

Lana's Lanes presents multiple fiction and nonfiction passages within each level of the exercise. Each passage includes three related activities:

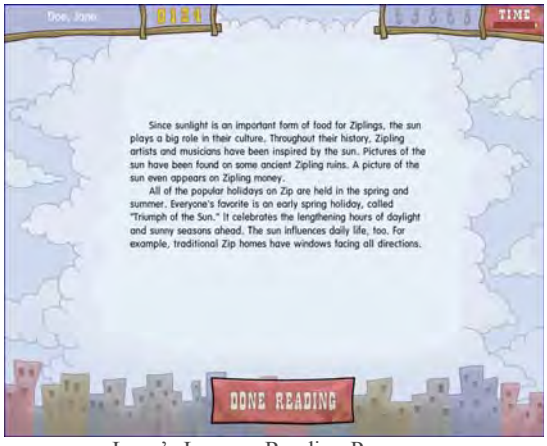
- **Reading passages** – Read a passage and demonstrate a basic understanding of the passage by answering questions about that passage
- **Applying comprehension strategies** – Learn how to reorganize information from that passage using various graphic organizers and summaries
- **Answering comprehension strategy questions** – Answer comprehension questions about the reorganized information using the newly completed graphic organizer or text organizer (summary)

When the student completes all three activities for a passage, the next passage is presented. This continues until all passages in a level are mastered; then, the next level opens and a passage from that level appears.

The three activities for each passage are detailed as follows.

Working on Reading Passages in Lana's Lanes

Before the student can start working with comprehension strategies, they must demonstrate the ability to read and show basic comprehension of a passage of text. Each passage starts with this activity.


Passage
Since sunlight is an important form of food for Ziplings, the sun plays a big role in their culture. Throughout their history, Zipling artists and musicians have been inspired by the sun. Pictures of the sun have been found on some ancient Zipling ruins. A picture of the sun even appears on Zipling money.
All of the popular holidays on Zip are held in the spring and summer. Everyone's favorite is an early spring holiday, called "Triumph of the Sun." It celebrates the lengthening hours of daylight and sunny seasons ahead. The sun influences daily life, too. For example, traditional Zip homes have windows facing all directions.
DONE READING
Done Reading button
Lana's Lanes – Reading Passages

To start working on Lana's Lanes, the student clicks the yellow paw on the bowling ball. A page of text from a fiction or nonfiction passage appears on the screen. When the student finishes reading the page, the student clicks the Done Reading button (not shown). The exercise then displays a comprehension question about that page, along with four possible answers. The student must click the correct answer. Points are awarded for each correct answer, and bonus points are awarded after eight correct answers. If a trial is answered incorrectly, that page and trial will be presented again at the end of the passage, with the incorrect response grayed out. The student has two more chances to answer this trial correctly.

Early in the exercise, passages include only one page of text. As the student progresses in the exercise, passages are longer, and include multiple pages. For passages with more than one page, icons at the bottom of the screen indicate the number of pages in the current passage. As a page is presented, the corresponding icon highlights, indicating the location in the passage.

Working on Comprehension Strategies in Lana's Lanes

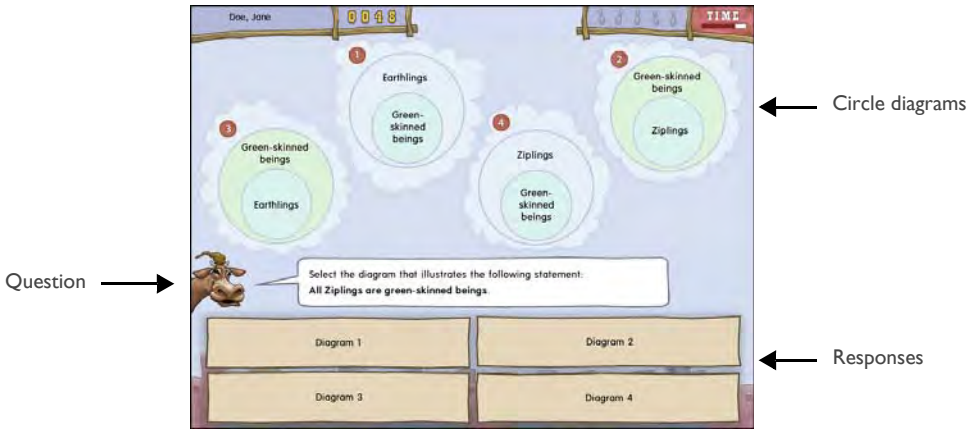
After reading a passage and answering questions about that passage, the student moves on to the second activity—working on a comprehension strategy task using content from that passage. Lana's Lanes includes seven strategy tasks, with each level in the exercise focusing on a different strategy:

Level	Strategy Task
1	Choose a diagram
2	Complete a diagram
3	Fill in a table
4	Fill in a concept web
5	Fill in a flowchart or timeline
6	Choose a summary
7	Build a summary

Each comprehension strategy task is detailed as follows.

Choose a Diagram

The first comprehension strategy task in Lana's Lanes introduces the student to the idea that information can be presented in a format other than passage text.

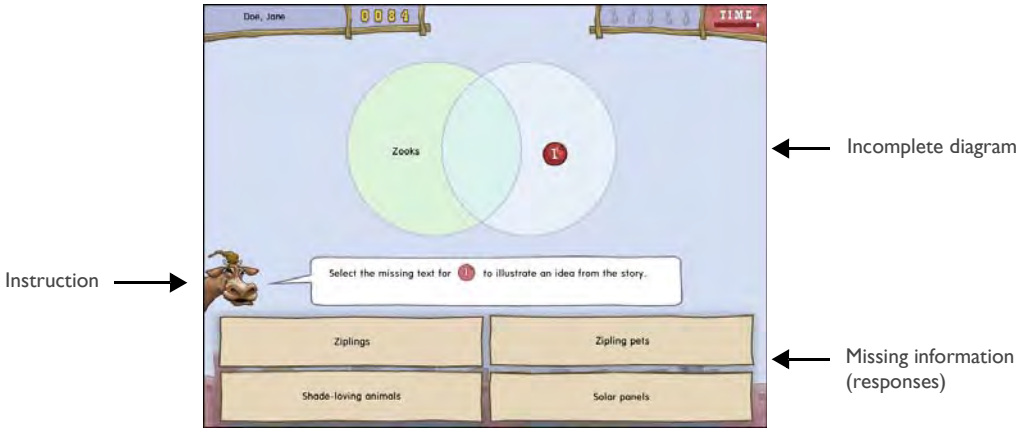


Lana's Lanes – Choose a Diagram

The concept of the diagram is introduced as the exercise displays four circle diagrams. The exercise then presents a statement related to the passage. Four possible answers appear on the screen. The student must select the diagram that correctly illustrates the statement by clicking the box with the correct answer.

Complete a Diagram

In the complete a diagram task, the student must complete a diagram using the information from the passage just read.



Lana's Lanes – Complete a Diagram

Key information from the passage just read appears within a diagram. However, the diagram is incomplete. The student must complete the diagram by selecting the correct missing information, as instructed by the exercise.

Fill in a Table

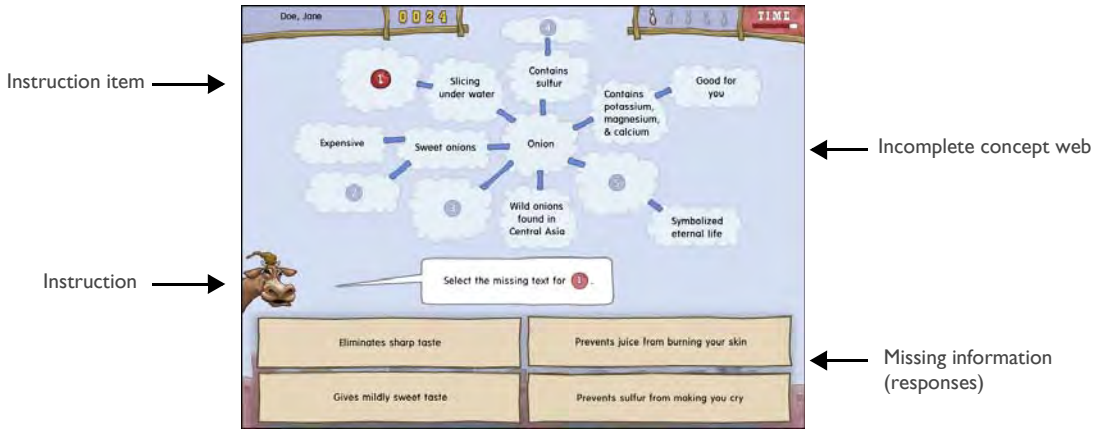
In this task, the student must fill in a table using the information from the passage just read.

Lana's Lanes – Fill in a Table

Key information from the passage just read appears within a table; however, the table is incomplete. The student must fill in the table by selecting the correct missing information, as instructed by the exercise.

Fill in a Concept Web

In this task, the student must fill in a concept web using the information from the passage just read.

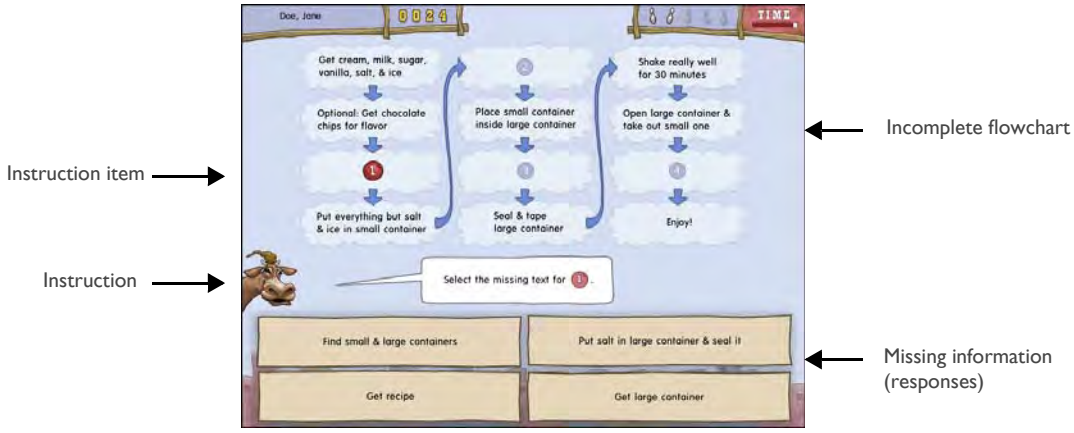


Lana's Lanes – Fill in a Concept Web

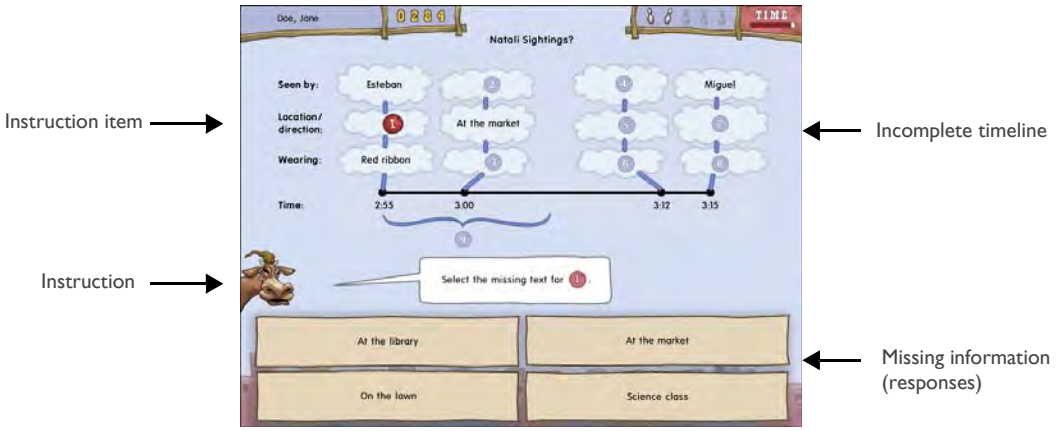
Key information from the passage just read appears within a concept web; however, the concept web is incomplete. The student must fill in the concept web by selecting the correct missing information, as instructed by the exercise.

Fill in a Flowchart or Timeline

In this task, the student must fill in a flowchart using the information from the passage just read.


Instruction item
Instruction
Incomplete flowchart
Missing information (responses)
Doe, Jane
0024
TIME
Get cream, milk, sugar, vanilla, salt, & ice
Optional: Get chocolate chips for flavor
Put everything but salt & ice in small container
Place small container inside large container
Seal & tape large container
Shake really well for 30 minutes
Open large container & take out small one
Enjoy!
Select the missing text for 1.
Find small & large containers
Put salt in large container & seal it
Get recipe
Get large container

Lana's Lanes – Fill in a Flowchart

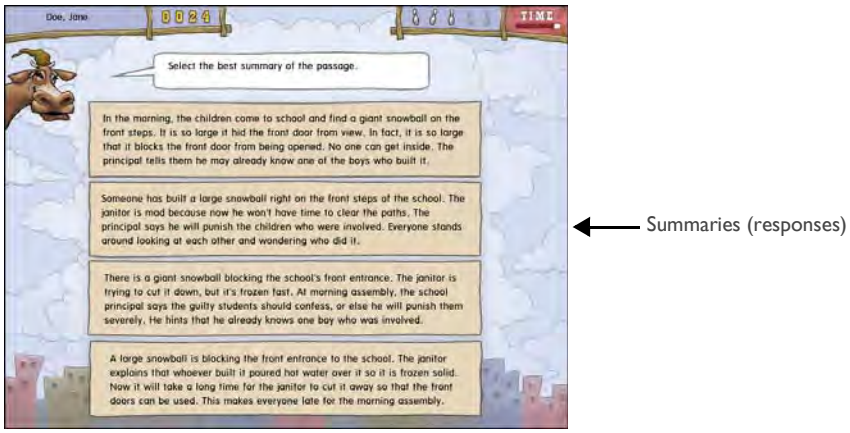


Lana's Lanes – Fill in a Timeline

Key information from the passage just read appears within a flowchart or timeline; however, it is incomplete. The student must fill in the flowchart or timeline by selecting the correct missing information, as instructed by the exercise.

Choose a Summary

In this task, the student must select the summary that best describes the passage just read.


Summaries (responses)
Doe, Jane
TIME
Select the best summary of the passage.
In the morning, the children come to school and find a giant snowball on the front steps. It is so large it hid the front door from view. In fact, it is so large that it blocks the front door from being opened. No one can get inside. The principal tells them he may already know one of the boys who built it.
Someone has built a large snowball right on the front steps of the school. The janitor is mad because now he won't have time to clear the paths. The principal says he will punish the children who were involved. Everyone stands around looking at each other and wondering who did it.
There is a giant snowball blocking the school's front entrance. The janitor is trying to cut it down, but it's frozen fast. At morning assembly, the school principal says the guilty students should confess, or else he will punish them severely. He hints that he already knows one boy who was involved.
A large snowball is blocking the front entrance to the school. The janitor explains that whoever built it poured hot water over it so it is frozen solid. Now it will take a long time for the janitor to cut it away so that the front doors can be used. This makes everyone late for the morning assembly.

Lana's Lanes – Choose a Summary

The exercise presents four possible summaries of the passage just read. The student must select the response that best summarizes that passage.

Build a Summary

In this task, the student must build a summary of a passage by selecting the sentences that build the summary, in the correct order.

Summary in progress
Doe, Jane
0620
TIME
Marta is standing close to her sister Cecilia, and smiling at her. They hold a paper bag between them that squirms and makes noises. Marta tries to convince Cecilia to give her the bag and its contents. She reminds Cecilia about her birthday, then she appeals to her sister's sense of fairness, and then she just begs.
Select the best sentence to finish the summary.
Finally, Marta and Cecilia both just pull on the bag to see who gets it.
After they argue for a while, Cecilia agrees to share the creature in the bag.
Finally, Marta begs Cecilia for the bag, but Cecilia takes it anyway.
After they argue for a while, Cecilia lets Marta have the bag.
Sentences (responses)

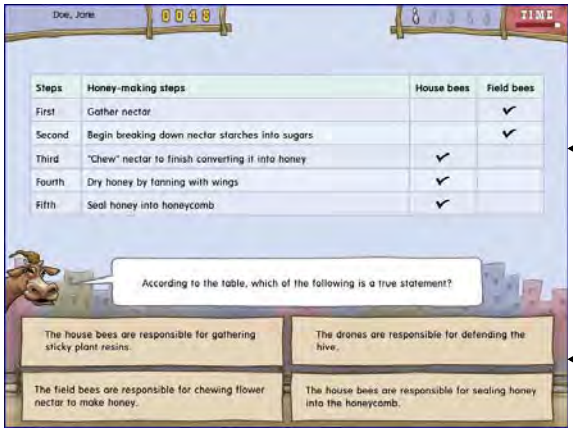
Lana's Lanes – Build a Summary

Four boxes with sentences appear on the screen, one of which comes first in the summary. The student must click the box with the correct sentence. The exercise moves that sentence to the top of the screen. Then, the student must select the sentence that comes second in the summary, and that sentence is moved to the top of the screen, below the first sentence. The student continues to build the summary in this manner until the summary is complete.

Throughout the various comprehension strategy tasks, points are awarded for each correct answer, and bonus points are awarded after eight correct answers. Additionally, if a trial is answered incorrectly, that passage and trial will be presented again, with the incorrect response grayed out. The student has two more chances to answer this trial correctly.

Working on Comprehension Strategy Questions in Lana's Lanes

When the student completes a comprehension strategy task, the student moves on to the final activity—answering comprehension questions about the reorganized information.


Doe, Jane
0048
TIME
Steps
Honey-making steps
House bees
Field bees
First
Gather nectar
Second
Begin breaking down nectar starches into sugars
Third
"Chew" nectar to finish converting it into honey
Fourth
Dry honey by fanning with wings
Fifth
Seal honey into honeycomb
According to the table, which of the following is a true statement?
The house bees are responsible for gathering sticky plant resins.
The drones are responsible for defending the hive.
The field bees are responsible for chewing flower nectar to make honey.
The house bees are responsible for sealing honey into the honeycomb.
Completed organizer
Question
Responses

Lana's Lanes – Comprehension

The exercise displays the completed graphic or text organizer on the screen and asks a series of specific comprehension questions about the information in that organizer. For each question, the student must review the organizer and select the correct answer.

During the comprehension task, points are awarded for each correct answer, and bonus points are awarded after eight correct answers. Additionally, if a trial is answered incorrectly, that passage and trial will be presented again, with the incorrect response grayed out. The student has two more chances to answer this trial correctly.

Only the comprehension strategy questions in this activity count toward advancement in the exercise.

When the student completes all three activities for a passage, the next passage begins. This continues until all passages in a level are mastered; then, the next level opens and a passage from that level appears.

Rewarding Progress in Lana's Lanes

Lana's Lanes encourages the student to continue working on the exercise by displaying completion markers (bowling pins) on the screen as the student masters the content within the exercise. Each marker represents a portion of the exercise. When all of the stars light up, the exercise is complete.

To engage the student, Lana's Lanes presents fun animations throughout the exercise. Additionally, each time the student surpasses the highest score ever achieved in one session, the points counter lights up and the words *High Score* flash on the screen. These reward animations help motivate the student to work hard on the exercise and earn more points.

Mastering Lana's Lanes

The student will continue to work on Lana's Lanes until the skills in the exercise are mastered. Then, the exercise is closed. For more information on mastering exercises, see "Completing the Product" on page 217.

The following keyboard shortcuts are available in Lana's Lanes:

Button	Keyboard shortcut
Paw (start button)	Space bar
Done Reading	Space bar
Responses, left to right, top to bottom	Number keys 1 through 4

Quack Splash

Quack Splash helps develop skills in constructing and organizing fiction and nonfiction passages, and in understanding and using figurative language.

The object of Quack Splash is to help the diving duck build paragraphs by identifying missing words, phrases, and sentences; by sequencing sentences into paragraphs; by sequencing paragraphs into a passage; and finally by answering comprehension questions about that passage.

Quack Splash

Working on Quack Splash

Quack Splash includes five stories and essays, which increase in complexity and length.

Story/Essay
Snake Escape
The Anasazi
Mystery of the Missing Pine Cones
Foods that Bite Back
How Language Changes

Each story or essay includes four passages, or chapters. Each passage includes the following activities:

- **Paragraph building** – Select the correct text to complete paragraphs, or select sentences in the correct order to build paragraphs
- **Paragraph ordering** – Select paragraphs in the correct order to build the pages of a passage
- **Passage comprehension** – Answer comprehension questions about the passage

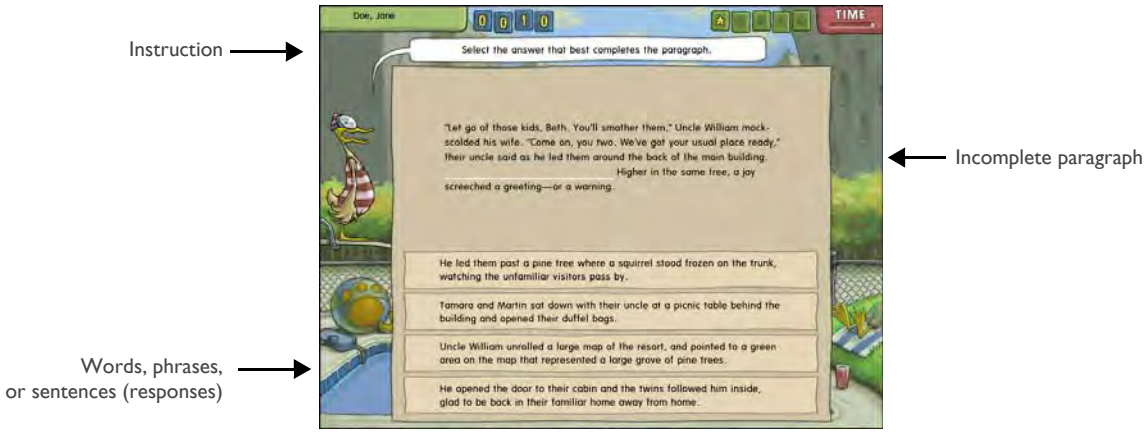
When the student completes all three activities in a passage, Quack Splash presents the next passage in the current story or essay. This continues until all passages in the current story are completed.

The activities in each passage are detailed as follows.

Working on Paragraph Building in Quack Splash

Each passage in Quack Splash begins with the paragraph building activity. To start working in the exercise, the student clicks the yellow paw on the beach ball. Quack Splash selects a passage and then presents one of two tasks for that passage:

- **Paragraph completion** – Select the correct text to complete a paragraph
- **Sentence ordering** – Select sentences in the correct order to build a paragraph


Instruction
Words, phrases, or sentences (responses)
Incomplete paragraph
Doe, Jane
TIME
Select the answer that best completes the paragraph.
"Let go of those kids, Beth. You'll smother them," Uncle William mock-scolded his wife. "Come on, you two. We've got your usual place ready," their uncle said as he led them around the back of the main building. _____ Higher in the same tree, a jay screeched a greeting—or a warning.
He led them past a pine tree where a squirrel stood frozen on the trunk, watching the unfamiliar visitors pass by.
Tamara and Martin sat down with their uncle at a picnic table behind the building and opened their duffel bags.
Uncle William unrolled a large map of the resort, and pointed to a green area on the map that represented a large grove of pine trees.
He opened the door to their cabin and the twins followed him inside, glad to be back in their familiar home away from home.

Quack Splash – Paragraph Completion

In the paragraph completion task, Quack Splash displays a paragraph on the screen. However, some of the text in the paragraph is missing. The student must select the word, phrase, or sentence that best completes the paragraph, as instructed by the exercise.

Instruction
Sentences (responses)
Incomplete paragraph
Doe, Jane
TIME
Select the sentence that should come second in the paragraph.
"Tammy! Marty! Let me take a look at you!" their aunt exclaimed, as the twins ran to her outstretched arms.
But somehow they didn't mind when their aunt and uncle used their "baby" names.
"Time certainly flies. How long has it been?" Auntie Elizabeth asked between hugs.
The twins thought they were much too old to be called Tammy and Marty anymore.
They all knew, of course, that it had been almost a year.

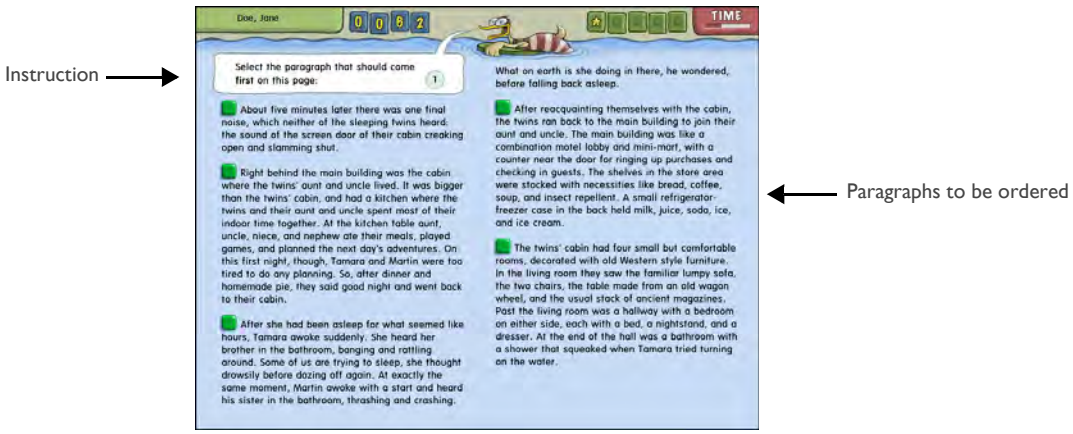
Quack Splash – Sentence Ordering

In the sentence ordering task, the exercise displays sentences from a paragraph in a scrambled order. The student must select the sentence that comes first in the paragraph. The exercise then moves that sentence to the top of the screen. Next, the student must select the sentence that comes second in the paragraph, and that sentence fills in after the first sentence. The student continues to build the paragraph in this manner until all of the sentences in the paragraph are properly ordered.

When ordering sentences, each paragraph is considered one trial. For a trial to be counted as correct, all sentences must be ordered correctly, without any mistakes.

Working on Paragraph Ordering in Quack Splash

When all of the paragraphs in a page have been built correctly, the student moves on to the second activity—ordering the paragraphs in the correct order to build the passage.


Instruction
Doe, Jane
0 0 8 2
TIME
Select the paragraph that should come first on this page:
About five minutes later there was one final noise, which neither of the sleeping twins heard: the sound of the screen door of their cabin creaking open and slamming shut.
Right behind the main building was the cabin where the twins' aunt and uncle lived. It was bigger than the twins' cabin, and had a kitchen where the twins and their aunt and uncle spent most of their indoor time together. At the kitchen table aunt, uncle, niece, and nephew ate their meals, played games, and planned the next day's adventures. On this first night, though, Tamara and Martin were too tired to do any planning. So, after dinner and homemade pie, they said good night and went back to their cabin.
After she had been asleep for what seemed like hours, Tamara awoke suddenly. She heard her brother in the bathroom, banging and rattling around. Some of us are trying to sleep, she thought drowsily before dozing off again. At exactly the same moment, Martin awoke with a start and heard his sister in the bathroom, thrashing and crashing.
What on earth is she doing in there, he wondered, before falling back asleep.
After reacquainting themselves with the cabin, the twins ran back to the main building to join their aunt and uncle. The main building was like a combination motel lobby and mini-mart, with a counter near the door for ringing up purchases and checking in guests. The shelves in the store area were stocked with necessities like bread, coffee, soup, and insect repellent. A small refrigerator-freezer case in the back held milk, juice, soda, ice, and ice cream.
The twins' cabin had four small but comfortable rooms, decorated with old Western style furniture. In the living room they saw the familiar lumpy sofa, the two chairs, the table made from an old wagon wheel, and the usual stack of ancient magazines. Past the living room was a hallway with a bedroom on either side, each with a bed, a nightstand, and a dresser. At the end of the hall was a bathroom with a shower that squeaked when Tamara tried turning on the water.
Paragraphs to be ordered

Quack Splash – Paragraph Ordering

To start working, the student clicks the yellow paw. The exercise displays the paragraphs in a scrambled order. The student must select the paragraph that comes first in the page. The exercise then moves that paragraph to the top of the screen. Next, the student must select the paragraph that comes second in the page, and that paragraph is moved to the top of the screen, below the first paragraph. The student continues to build the page in this manner until all of the paragraphs on the page are properly ordered.

When ordering paragraphs, each page is counted as one trial. For a trial to be counted as correct, all paragraphs on a page must be ordered correctly, without any mistakes.

Working on Passage Comprehension in Quack Splash

When all of the paragraphs in a passage have been ordered correctly, the student moves on to the final activity—answering comprehension questions about the passage.

Question
Doe, Jane
0107
TIME
Why do Tamara and Martin both think they hear each other in the bathroom at the same time?
One of them left the water running in the sink, and that's the noise they both hear.
They are both dreaming that the other one is in the bathroom.
They each think the other one is in the bathroom, but it's actually someone else.
They are both in the bathroom at the same time, but it's too dark for them to see each other.
Responses

Quack Splash – Passage Comprehension

To work on this task, the student clicks the yellow paw. Each page in the passage is displayed on the screen for the student to review (not shown). After the student finishes reading each page, the student clicks the Done Reading button. When the student finishes reading the entire passage, Quack Splash then displays questions about the passage. For each question, four possible responses are displayed. The student must select the correct answer to each question.

Throughout Quack Splash, points are awarded for each correct answer. Additional points are awarded when all of the sentences in a paragraph or all of the paragraphs on a page are ordered without any incorrect answers. Bonus points are awarded after 5 correct trials.

Rewarding Progress in Quack Splash

Quack Splash encourages the student to continue working on the exercise by displaying completion markers (stars) on the screen as the student masters the content within the exercise. Each marker represents a portion of the exercise. When all of the stars light up, the exercise is complete.

To engage the student, Quack Splash presents fun animations throughout the exercise. Additionally, each time the student surpasses the highest score ever achieved in one session, the points counter lights up and the words *High Score* flash on the screen. These reward animations help motivate the student to work hard on the exercise and earn more points.

Mastering Quack Splash

The student will continue to work on Quack Splash until the skills in the exercise are mastered. Then, the exercise is closed. For more information on mastering exercises, see "Completing the Product" on page 217.

The following keyboard shortcuts are available in Quack Splash:

Button	Keyboard shortcut
Paw (start button)	Space bar
Done Reading	Space bar
Responses, top to bottom, left to right	Corresponding numbers on the keyboard

Administering the Exercises

Use the following information to help administer the Fast ForWord Reading Level 5 product session. For details on how to start the exercises, please refer to the user manual for your SciLearn platform software.

Checking the Exercise Status

While the student is working on an exercise, use the Exercise Status screen to view the time remaining or to quit the current exercise early.

Exercise Status

To access the Exercise Status screen while a student is working on an exercise, press and hold the Control key, then press the equal sign key (=).

The exercise clock does not pause while the Exercise Status screen is displayed. If the student needs to take a break, allow the student to take the break after the exercise ends.

When the Exercise Status screen is open:

- To return to the exercise, click Return.
- To quit the exercise, click Exit.

Completing an Exercise

When the student completes an exercise for the day, the exercise exits and returns the student to the Select an Exercise screen. To continue working, the student must click another exercise. To take a short break, the student should remain at the Select an Exercise screen. When the student is ready to work again, the student can select the next available exercise.

Exercises that have been completed for the day appear grayed out on the Select an Exercise screen.

Exercises also appear grayed out on the Select an Exercise screen when the exercise is not scheduled for the day, or when the exercise is closed because the content in the exercise has been mastered.

Exiting an Exercise Early

If the student exits an exercise early, that exercise will remain available on the Select an Exercise screen for the rest of the session. The student will be able to access the exercise until the daily time requirement is met; then, that exercise will no longer be available and will appear grayed out on the Select an Exercise screen.

The student should continue working on all available exercises until the exercises are completed and the protocol for the day is met.

Completing the Session

When the student completes all of the exercises scheduled for that day, participation bonus points are awarded and the Success Viewer appears.

A student can return to the exercises and continue working after the session is completed. This will not affect the next day's protocol.

Exiting the Session Early

If the student exits the session early, the Success Viewer appears. However, the student should start another session that day and continue working until all of the exercises are completed and the protocol for the day is met.

The Success Viewer

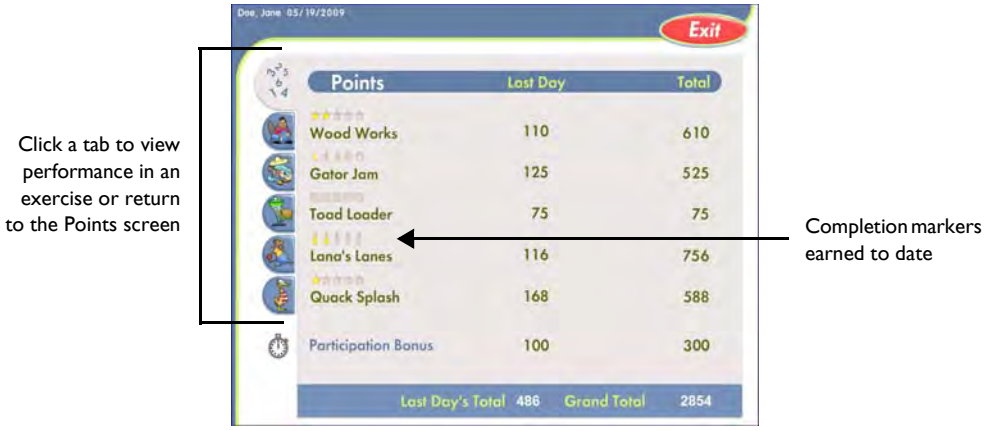
At the end of each session, the product calculates the results for that student and displays those results in the Success Viewer. This provides the student with an immediate review of his or her performance, as a reward and a motivation to continue working on the exercises.

The Success Viewer Screens

When the Success Viewer appears, it displays the Points screen. The Points screen shows the points earned on the last participation day (the current day if the student has just finished working), and the total points earned for each exercise. The Points screen also displays the last day's total points and the grand total points for all exercises, and the completion markers awarded in each exercise. When an exercise has been completely mastered, all of the completion markers appear.

The number of points earned in an exercise does not always reflect the student's performance in that exercise; points are used only as a reward for correct answers, and to encourage the student to continue working on the products.

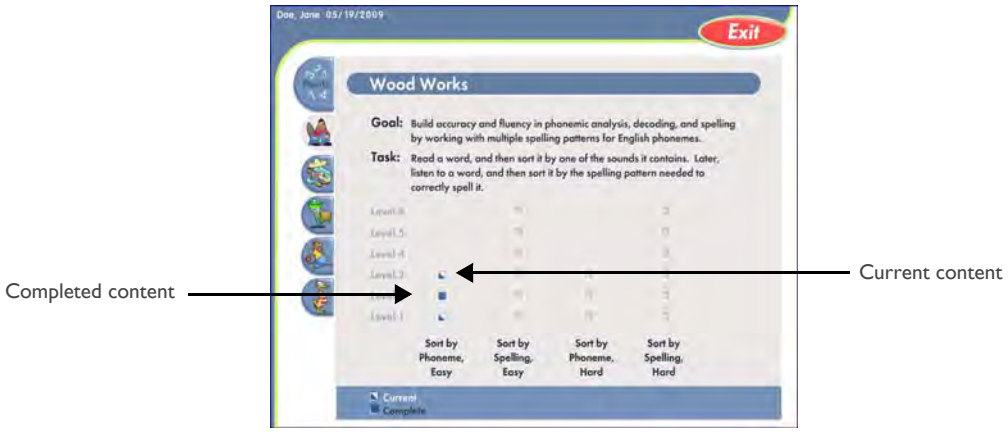
The Points screen displays a clock next to an exercise when the student works on the exercise for the required number of minutes that day. When the protocol for the day is met, a clock appears next to all of the exercises, and the screen displays the participation bonus points.



Success Viewer – Points

To view details about the student's performance in an individual exercise, or to return to the Points screen, click the corresponding tab on the left. To exit the Success Viewer, click Exit.

For each exercise, goal and task information appear at the top of the screen. Below that, the screens for each exercise provide an overview of a student's performance by marking the levels a student has completed with a check mark and the levels are in progress with a half-filled box.


Completed content
Current content
Exit
Wood Works
Goal: Build accuracy and fluency in phonemic analysis, decoding, and spelling by working with multiple spelling patterns for English phonemes.
Task: Read a word, and then sort it by one of the sounds it contains. Later, listen to a word, and then sort it by the spelling pattern needed to correctly spell it.
Sort by Phoneme, Easy
Sort by Spelling, Easy
Sort by Phoneme, Hard
Sort by Spelling, Hard

Success Viewer – Wood Works

The Default Protocol

By default, the Fast ForWord Reading Level 5 product presents two to three exercises, for a total of 30 minutes each day. Each day's participation time can be divided into multiple sessions. Using this protocol, Scientific Learning recommends that the student work on the Fast ForWord Reading Level 5 product five days a week, for an estimated 12 to 16 weeks.

A consistent daily routine that allows for intense repetition will maximize the benefits of the exercises. The student may take breaks between exercises, but not while an exercise is open.

Alternate protocols are available to meet different student requirements. Please refer to the user manual for your SciLearn platform software. for more information. For details on all available protocols, visit Customer Connect online at www.scientificlearning.com/support.

Completing the Product

As the student masters an exercise in the Fast ForWord Reading Level 5 product, that exercise is closed and will not be visited again. When the student masters the last open exercise, the product is complete.